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December, 1948

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CHRISTMAS COMES AGAIN

This Christmas, 1948, issue of your Journal brings you a sincere wish for a very happy Christmas from the editors and publishers. The very first article is a greeting to teachers from our Holy Father, with a restatement of the objectives of Catholic education. Other articles discuss problems that every teacher must solve.

PRACTICAL AIDS

The Practical Aids for Teachers are a popular feature of your Journal. Usually they come from teachers on the job who wish to share their experience with fellow workers. We think that among the articles in this issue the one on Teaching Poetry is outstanding because it tells you how to avoid mistakes in method that have left thousands of pupils with a dislike for poetry. Here, too, you will find a play and other materials to enrich your Christmas program.

THE NEWS

Teachers have expressed appreciation for our brief survey of general and personal news of schools and teachers. In reporting news, we just state the facts and let you make interpretations.

THE ADVERTISEMENTS

You will get new ideas for teaching by reading the advertisements from manufacturers and dealers telling you what you want to know about their products. On page 37A you will find a blank to aid you in requesting further information.

THE 1948 INDEX

We are preparing an index to Volume 48. If you wish a copy for binding with the 10 monthly issues of 1948, please ask for it. Address a postal card to THE CATHOLIC SCHOOL JOURNAL, 540 N. Milwaukee St., Milwaukee 1, Wis.

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The CATHOLIC SCHOOL JOURNAL

Vol. 48

DECEMBER, 1948

No. 10

Our Holy Father Speaks to Teachers

Catholic Education on the American Continents*

His Holiness Pope Pius XII

Among the serious and multiple cares imposed upon Us by Our universal paternity, We have always considered as a principal one that of giving special attention to whatever in any way refers to youth.

How, then, could We allow this occasion to pass without directing a few words precisely to you who are the educators of the future generations of a whole continent that is called upon to play such an important role in the history of our troubled times; to you who have come together in an assembly which, because of the many countries represented, the quality of the representatives, and the purpose intended, can be considered, as of now, a fundamental step in the history of Catholic pedagogy in the New World?

May Our most fervent prayers reach unto the throne of the Most High that from this Congress there may come forth, definitively organized, a confederation whose purpose is to see to it that the education of youth in all the American countries is carried on, conscientiously and efficaciously, in accordance with the wisdom and experience of the Church in matters of teaching and especially with the norms promulgated by this Apostolic See.

In this way it may rise to that dignity and that splendor that must impel the authorities and citizens of your respective peoples to recognize the liberty and to grant the respect to which the teaching institutions of the Catholic Church have the right.

But this Congress of yours has still another attraction: the theme which you have so wisely chosen for your deliberations: "Education and the Modern Environment."

The essence and the goal of education — to use the expression of Our immediate Predecessor — consist in col-

laboration with divine grace for the formation of the true and perfect Christian.

In this perfection is included the ideal that the Christian, as such, be in condition to face and to overcome the difficulties and to correspond to the demands of the times in which it is his lot to live.

That means that the work of education, since it must be carried on in a specific environment and for a specific background (milieu), must constantly adapt itself to the circumstances of this background, and of this environment wherein this perfection has to be obtained and for which it is destined.

Christian Education

Therefore, against the pernicious attempts of those who would completely separate religion from education and from the school, or who would at least place the school and education upon a purely naturalistic basis, set the ideal of a work of teaching that is enriched by the inestimable treasure of a sincere faith vivified by the grace of Our Lord Jesus Christ.

See that your children and your youths as they advance in age, receive religious instruction that is accordingly more ample and more deeply-established; not forgetting that both the full and profound consciousness of religious truths, as well as the doubts and difficulties, usually manifest themselves in the last years of higher studies, especially if the student has to come into contact, as can hardly be avoided today, with persons or teachings that are contrary to Christianity.

For this reason, religious instruction demands with every right a place of honor in the programs of universities and centers of advanced studies.

^{*}A radio address to the Inter-American Congress on Catholic Education at La Paz, Bolivia, Oct. 18, 1948.

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Teach Living Faith

See to it that with this instruction there go, closely united, the holy fear of God, the habit of undistracted prayer, and the full and intelligent participation in the spirit of the Liturgical Year of Holy Mother Church, the source of countless graces.

But in this work, act with caution and prudence, so that it will be the youth himself who will always be seeking something more and, little by little, working by himself, will be learning to live and to practice his life of faith.

Counteract the lack of principles of the world today, which measures everything by the criterion of success, with an education which makes a youth capable of discerning between truth and error, good and evil, right and injustice, planting firmly in his soul the pure sentiments of love, fraternity, and fidelity.

If the dangerous motion pictures of today, appealing as they do only to the senses, and in an excessively unilateral way, carry with them the risk of producing in souls a state of superficiality and of spiritual passiveness, the reading of good books may supplement what is here lacking, thus playing an ever more important role in the work of education.

Stress Moral Values

To the exaggerated importance that is accorded today to whatever is purely technical and material reply with an education which always gives first place to spiritual and moral values; both to the natural and, above all, to the supernatural ones.

The Church, without any doubt whatever, approves of physical culture, if it be in proper proportion. It will be in such proportion when it does not lead to a worship of the body, when it is useful to strengthen the body and not to dissipate its energies, when it serves also as a recreation for the spirit and is not a cause of spiritual weakness and crudeness, when it supplies new incitements for study and for professional work and does not conduce to their abandonment or neglect or to disturbance of the peace that should reign in the sanctuary of the home.

Immoderate pursuit of pleasure and lack of moral discipline likewise seek to invade even the ranks of Catholic youth, trying to make them forget that they bear within themselves a fallen nature weighed down with the sad legacy of Original Sin.

Teach Self Control

Counteract this with the education of self-control, of sacrifice, and of renunciation, beginning with smaller things and gradually going on to greater ones; education of fidelity in the fulfilment of one's own duties, of sincerity, serenity, and purity, especially in the years of development into maturity.

But never forget that it is impossible to reach this goal without the powerful help of the Sacraments of Confession and of the Most Holy Eucharist, whose supernatural educative value can never be duly appreciated.

Develop in the souls of children and youth the hierarchical spirit — which does not deny to each age its proper development — so as to dissipate, as far as possible, this atmosphere of independence and excessive liberty which our youth

breathes in today and which would lead it to throw off all authority and every check.

Try to arouse and to mold a sense of responsibilty and to remind them that liberty is not the only one among all the human values, although it is numbered among the foremost, but that it has its limits, intrinsic in the inescapable norms of decency and extrinsic in the correlative rights of others, both as regards the rights of each one in particular as well as the rights of society in general.

Finally, since the education of the child and the youth must be the result of the common efforts of many co-ordinated elements, give all the importance it merits to co-operation and agreement between the parents, the school, and the organizations which help the school and which continue its work when the students leave school, such as Catholic Action, the Marian Congregations, study centers, and other similar institutions.

Not rarely the parents themselves need special help, since oftentimes they have not themselves received the necessary preparation for the exercise of their educative duties; and upon a good understanding with them will ordinarily depend the success of education, however good the schools may be, and even though the teachers be the best.

Good Accomplished

We take this opportunity, dear sons, to express Our paternal satisfaction with the real progress made on the road toward your ideal. With pleasure We point out to all, as an example and a stimulus, those countries which have taken the lead in this work of the Christian education of youth.

We manifest, at the same time, Our hope that the governments of your countries will come to recognize more and more the value, and still more the almost irreplaceable character of your work in education and in teaching, and will willingly allow you every opportunity and facility to train a good nucleus of men and women teachers, who will be as faithful as Catholics as they will be excellent professionally, members of religious Orders and lay people as well.

We likewise trust that the public authorities, in cordial co-operation with you, will bar from the press and from the screen everything that might be a cause of scandal or ruin to youth.

Thus, the Christian ideal of education is identified with the latest findings of psycho-pedagogical science, surrounding it with a light which perfects it and facilitating the educative process with the complete and fruitful development of the individual personality.

Educate for Peace

Your meeting is now taking place in La Paz, the "noble, valiant, and loyal, the illustrious and intrepid," and coinciding precisely with so notable a date as the fourth centenary of its founding. La Paz! (City of Peace!) Educate, beloved members of this Congress of La Paz, and educate for peace!

In your hands the souls of your pupils are like wax to be molded; make them integral and conscientious Christians and you will have contributed in the best way possible for the peace of the future!

Lift up your eyes to the white peaks of Illimani, that point

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up toward heaven for you; cast your glance over the tranquil, smiling, and abundant valley where La Paz is seated as in a little paradise; see how serenely flow the swift waters of the Choqueyapu, which come down fresh from the mountain to the sea. Let your souls drink in deeply these sentiments of elevation, of serenity, of love and of peace and afterwards carry them back to your institutes, to your classrooms, to your youths and to your little ones so that they may become better than their brothers of yesterday and so that finally there may reign in the world charity and concord.

With these sentiments and with these desires We bless you with a special warmth of Our paternal affection, that the meekness and the goodness of the Most Holy Virgin and the ardent charity of the Most Sacred Heart of Jesus may descend upon all those present, and in a special manner upon those called to the very high calling of teaching, strengthening their wills and enlightening their minds all along the path, at times difficult, of their labor of abnegation.

Help For the Retarded Reader

Sister M. Alphonse, B. V. M.

JIMMIE Barton and Susan Wilks are not making progress in reading," sighed the third-grade teacher. "And their spelling is worse. I can understand Jimmie's difficulties," she continued, as the supervisor studied the accumulative folders of the two children, "but Susan has such a high I.Q."

"Susan Wilks; yes, here is her Binet. I.Q.

"There must be something wrong with that I.Q. test," complained the teacher.

And so it goes. As Miss Gillingham says, in her Manual for Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship, "When it is discovered that a child of average or high intelligence is not reading, the first reaction is usually reproach—reproach of the child's lack of effort, or reproach of the preceding teacher for inefficiency. The college blames the high school for its poor readers; the high school blames the grammar school, and at last, reproach falls back on the unfortunate primary teacher," or, as in this case, on the I.Q. test given by the adjustment teacher.

Jimmie Barton had an I.Q. of 85. He had been retained in the prereading class for a year and was slated to repeat the third grade. Yet he was not a problem for the teacher. She realized that he would go through the grades reading on a lower level than the other pupils of his class. She knew that he would fit into the adjusted program of the school.

"Susan," continued the teacher, "has superior intelligence. She comes from such a good home, and her father is a lawyer. But she will write saw for was and doog for good, and smiles about it. She can't remember words no matter how often I present them, and the poor child trembles when I ask her to read."

"Poor teaching," Miss Gillingham explains, "sensory defects, malnutrition, bad home environment, any one of these might be the cause of the retardation of particular cases. The emotional strain may often be eased when the day-by-day failures of the child are eradicated and he is given a sense of accomplishment and success. These causes have been ruled out in the scientific studies of these

specific disabilities. And it is easy to believe that such widely different causes could not all produce such similar symptoms as reversal of symbols, poor spelling, auditory confusion, and writing disability."

Neurologists give the term strephosymbolia (twisted symbols) for the specific reading disabilities due to a lack of lateral dominance. Strephosymbolia is defined as a delay or difficulty in learning to read which is out of harmony with a child's general intellectual ability. At the outset it is characterized by confusion between similarly formed but oppositely oriented letters, and a tendency to a changing order of direction in reading.

The Theory of Dominance

Dr. Walter F. Dearborn of Harvard, says, "It appears that in the development of speech, reading, and writing, one of the cerebral hemispheres is primarily concerned or dominant in the co-ordinations or associations made. It has long been held that in the case of righthanded individuals, it is the left hemisphere, and in the left-handed, the right hemisphere. This implies lateral dominance of one side of the body which may be best described objectively in terms of the relative valence of hand and eye, the two organs concerned in silent reading and writing. To put the matter in a nutshell, it appears that, in order to avoid difficulties in reading and writing, one should be left eyed and left handed, or right eyed and right handed."

Ralph Haefner, in his Educational Significance of Left Handedness, states that in aninvestigation of the reading and other abilities of right-handed and left-handed pupils taken at random from a large school system and compared with controls, that left-handed pupils do not differ as a group from unselected pupils in reading ability. In other words, no more reading difficulties were found among left-handed pupils in general than among right-handed pupils.

Margaret Ladd's study of laterality also shows left-handedness to be equally frequent among the best and poorest readers in a school population of 315 pupils.

Gertrude Hildreth, in her study of errors made by kindergarten and first-grade children, in their lessons of perceiving and reproducing geometric figures, numbers, letters, and words, showed that most children at first make various sorts of partial and complete reversal errors and that they are not made more often by left-handed than right-handed pupils. In the study of reversal and nonreversal cases made by Gates, only one pupil in the reversal group, or less than 4 per cent was found to be left-handed.

Thus, we see that left-handedness, as such, is not in itself, a cause for reading disability.

Intelligence Not a Factor

The term "specific reading disability" should be applied only in those instances in which a child's ability to write, read, spell, or talk is definitely below the level of his general intelligence and his skill in dealing with numbers, and within whose families one finds others who lack facility in handling words. Poor skill might be the result of low I.Q., lack of interest, or poor training, and is not the same as disability.

The nature of the errors, as well as the fact that there is usually trouble in more than one aspect of handling words, indicates that the primary cause is to be found in some variations of the cerebral mechanism from the norm. Statistics show that reading disabilities occur in the case of 1 out of every 10 boys, and in 1 per cent of girls.

Before further discussion of laterality and mixed dominance, it should be understood that there is no connection between eye dominance and eye acuity. The dominant eye may have less acuity than the other eye.

Mixed Dominance

C. C. Bennett, G. L. Bond, and P. Fendrick, after making a scientific study of eye dominance, concluded that left-eye dominance may be considered a very minor source of difficulty, that left-eye dominance in no way impairs or adds to specific language disabilities.

In addition to the studies on left-handedness and left-eyedness, the information of reading

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clinics, includes notations concerning the laterality of reading failures. Gates, in his latest book, *Improvement of Reading* (1947), states that there is a growing conviction that one of the chief causes of specific difficulties in learning to read is a mixed dominace of hand and eye.

The following terms are used for convenience in referring to the various combinations of mixed dominance.

Pure dextral: right-handed and right-eyed Mixed dextral: right-handed and left-eyed Pure sinistral: left-handed and left-eyed Mixed sinistral: left-handed and right-eyed

Ambi-eyed dextral: right-handed and ambieyed Ambi-eyed sinistral: left-handed and ambi-

Reading problem cases show a larger percentage of mixed dextrals. Marion Monroe found that in the reading defect groups the percentage of mixed dextrals was 35, while the percentage for the control groups ranged around 21.

Mixed sinistrals, or left-handed right-eyed cases are relatively infrequent, according to the studies of Gates, and are not significant in relation to specific reading disabilities.

During the 1948 summer session at the Reading Clinic of the Cardinal Stritch College a study of the laterality of 17 reading failures, 11 boys and 6 girls, between the ages of 10 and 15, registered for tutoring, was made. The findings were as follows: pure dextrals, 4; mixed sinistrals, 5; mixed dextrals, 8 (median I.Q., 111) (5 boys). The mixed dextrals made up 47 per cent of this reading defect group, and were among the most disabled cases of the reading defect group.

There are various methods of testing the laterality of a pupil. The findings are more accurate when the testing is done with a standard monoptometer. Dr. J. Roswell Gallagher, of Harvard, warns against using one test and prefers to use a series of tests for such findings. He advises, "If a young child has been forced to change his handedness I would be inclined to change him back. Otherwise, I would rather just let him use his preferred hand and develop dominance in the hemisphere

involved." Certainly no changes should be made without the approval of a neurologist. Miss Gillingham warns that any shift in handedness that is not a return to the obviously more comfortable and desired hand, should be made under the close observation of an experienced person and by the recommendation of a neurologist.

Thirty years ago an Englishman, James Hinshelwood, suggested that children who have trouble in learning to read might have some developmental disorder in the area of the brain from which words are recalled.

More than 20 years ago, Samuel T. Orton, an American neurologist, after making a study of specific language disabilities, developed the theory that reversals, mirror writing, and confusion in spelling and reading result from a failure to develop a distinct dominance in one cerebral hemisphere over the other.

This hypothesis does not suggest any abnormality or deficiency of the brain, or its language mechanism, but only an hereditary tendency to fail to develop a complete dominance of the cerebral hemisphere.

Throughout the years since this theory was established it has been attacked by many leading educators. They, however, are laymen in the field of neurology and to date, there has been no dissent on the part of neurologists.

Dr. Gallagher in speaking of the Orton theory, points out that, although the theory itself is extremely speculative, the fact remains that it has offered implications for treatment that have proved valuable.

Careful Teaching Necessary

He says, "Teaching methods which will ultimately permit children with specific language disability to read aloud and to themselves satisfactorily, to spell without reversing the letters of words or confusing such letters as b and d, p and q, and to write more fluently, must be designed firmly to impress and reimpress visual, auditory, and kinesthetic and tactile memories of letters, syllables, and words, upon one hemisphere so that these records will be vivid and dominant. Letters must be seen, heard, spoken, and written by repetitious drill, presented with interest and

self-competitive motivation, with the teacher watching what the pupils write. One can gradually develop memory associations for sounds and words which later can be recalled quickly without confusion. This is the basis of remedial training for those with specific language disability. It is tedious, time consuming, but productive of very gratifying results."

A method of prevention can be set up in a school which follows a scientific readiness program. For instance, in a well-adjusted readiness setup, a primary teacher can be on the alert, watching closely the progress of the children having high I.Q.'s. If Johnny's failures are mounting she can make a little diagnosis of the type of errors he makes. "Is he a reversal?" How does he rank on a tachistoscopic flash recognition of words? It goes without saying that eye acuity and hearing have been tested.

She can reclassify Johnny, placing him with a group of children who need more drill and specific training. Perhaps his first classification was more by the way of the halo effect too, that further study of his readiness test might show a prognosis of probable failure in reading.

Dr. Gallagher pleads for attention to prevention in handling disabled readers. A willingness to help these children without resorting to methods which label them as "queer" or "problems," helps prevent emotional complications when such children would become failures in reading.

"We must distinguish between these children and children who are merely slow."

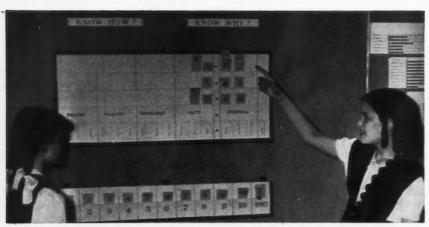
Disabled readers not only are slow, but they show reversal tendencies and bizarre spelling.

The slow reader needs suggestions, practice, and success also, but the disabled reader needs to develop confidence, co-ordination, and rhythm. He must have long periods of drill on fundamentals, on the component parts of his final activity.

We must pick out the disabled readers early, so that we may exploit their superior successes in mathematics and prevent punishments and discouragement piled upon their handicap. "If the situation is properly understood and managed, and the child is given help and understanding, he will become useful and happy."

The Principal's Responsibility

Miss Anna Gillingham who is an exceptionally able person in this field, lays serious responsibilty on the administrative head of the school to plan for this 10 per cent, or more, of his student body. "Even with methods suited to the group as a whole there will be individuals whose reading skills cannot be kept abreast of any group." The more extreme of these, as well as entrants from other schools, where the initial screening process was not used, may demand individual remedial training. These children must not be turned over to the remedial department without administrative co-operation. The first thing the principal must do to forestall further failure for those who have already met difficulty in reading, is to arrange immediate introduction to



Utilizing Mary's Superiority in Arithmetic to Boost Her Morale in Reading.

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the books of their class by having such material read aloud to them, either by a classmate or a parent. We do not hesitate to enrich a child's musical appreciation above his ability to execute music.

Justice to the remedial teacher and to the pupil demands that there be no reading or writing, or spelling, on the child's program other than that in the remedial periods. An exception can be made to the classroom work in reading when the entire class takes part in individualized reading or spelling, during which periods every child is working on his individual level. Otherwise, the child works on his remedial assignments. To employ two exactly opposite methods with a child at the same time gives neither a chance to function.

Another important way a principal can help the remedial pupil is to inform the room teacher of the nature of the student's handicap, and to warn against such humiliating remarks as, "Oh, he is the world's worst speller," etc. Teachers do not understand what harm they do when they attempt to hold former remedial pupils to a universal class standard.

Later on, in the high school curriculum, the principal will be on the alert for the foreign language demands made on such individuals, Spanish being the best risk, as it is almost wholly phonetic.

Get a Qualified Teacher

One final responsibility must be laid on the shoulders of the principal, that is to provide a suitable teacher for the remedial work in her school. Miss Gillingham points out some pertinent facts in this regard. "Too often," she says, "the only attempt to handle this delicate work is made by the classroom teacher at recess time or a few minutes before or after school two or three times a week. The gym-





Left: In an adaptation of the Fernald Tactile Method, Richard learns the word "newspaper." Right: James takes a dictation test for auditory discrimination.

nasium teacher, whose schedule is light, or a kindergarten teacher who teaches a half day only, a retired teacher with a major, perhaps, in Greek or science, or a young college graduate, patient and sympathetic, and anxious to earn some extra money. Sympathetic? Patient? Yes, but patient with what? With the day-by-day mistakes, never inquiring into the cause or devising a remedy?

"The teaching of remedial reading and spelling is a profession of itself and must come to be recognized as such and be well paid by the school. Years of study and experience are necessary for really effective work with children frustrated and inhibited by long failure. Besides having the ability to assimilate and impart information, this work calls for hourly psychological and emotional diagnosis. The teacher must be a specialist in phonetic training; she must know how to organize materials and to endow repetiton with ever fresh enthusiasm."

For her reward she must look afar into the future, visualizing her pupils happily adjusted in their respective work in this life as integrated citizens, and realizing that had her hands not been laid upon them, they might have joined the ever increasing ranks of the delinquents and consummate failures of their day.

Teachers' Opinions

Student Government in the High School

Brother Henry C. Ringkamp, S.M. *

Explanation

The opinions included in this questionnaire are those of the faculties of William Cullen McBride High School and of St. Mary's Catholic High School who gave of their time and the benefit of their experience in answering the questions put to them. Some 45 faculty members of these two archdiocesan high schools for boys in the city of St. Louis answered this questionnaire, and the compiler feels that here, in an organized form, he has the attitudes and opinions, variant though they may be on some points, of

a competent body of educators on the vital subject of Student Government.

Question 1: What steps should be taken in a plan to provide for student participation in the control of the life of the school?

1. The framework of such a plan would show the existence of three bodies organized in a manner similar to our Federal Government: (a) the advisory or the legislative body, consisting of elected committees; (b) the executive body, consisting of the homerooms or of supervisory committees; (c) the judicial body, consisting of a committee on school citizenship with the principal.

2. Student self-government must begin in self-control. As the titular class is a smaller unit than the years and the entire school, it must function to near perfection in a small unit before its scope and authority be extended to the entire school. In a school with military training the military units do this automatically. Whether a monitor system or a judicial system is used matters little, the fundamental idea of order by self-government must first be in-culcated. When small groups have become self-disciplined these homogeneous groups may be united into larger groups, where a system of representation must be evolved. Evidently there must be a spirit of "entente" between the student government and

^{*}McBride High School, St. Louis 13, Mo.

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the faculty as a whole and each of its members, or the system is doomed to failure before it is begun. As the student body takes over more of the class routine, all that is left to any faculty member is the appreciation and correction of assignments. Moderators must be installed along the line to avoid the excess of youthful zeal, as well as the impositions of faculty members.

3. I suggest the following steps to provide for student participation in control of the life of the school: (a) elect a council consisting of student representatives from all groups represented in the school; (b) these council members are to act as voices for or against the agenda proposed from individuals or groups; (c) make the council members the executors of the council's

4. I propose the type of city govern-ment, with mayor and aldermen from the various classes. Hold regular elections, pre-ceded by campaigning with definite "platform." Have the "city council" consult with the principal.

5. Hold the election of classroom representatives; have "liberty of speech" at the central committee meetings for these repre-

6. Have a school council to get the real feeling of the student body. Many teachers do not understand boys and their ways; they merely know what they used to do

7. Here are my three suggestions to provide for student participation: (a) the appointment of a student council by the faculty council; (b) explanation of authority and their share to the student council; (c) certain activities placed immediately

in their jurisdiction.

8. I suggest these three steps to provide for student participation: (a) building up a healthy school spirit; (b) let students take charge of class activities; (c) let them control general school activities as far and as long as they show they can efficiently.

9. I suggest these steps: (a) each class have a representative on the student council; (b) a committee from the student council shall study the questions proposed; (c) an executive group, one boy from each division, shall see to it that laws are put into effect. Chief weapon or sanction would be the "De-Merit System."

10. I think the purpose could be made to achieve much good, but I have never given much thought to the best method of

introducing it.

11. This could be affected by a thorough training of the freshmen and the sophomores regarding the place of a student in the high school: showing by example of the upperclassmen what is the place of discipline and self-control in building up a "school spirit."

12. These three steps could be used in effecting the desired end: (a) educate the student body to the question contemplated; (b) stress the advantages accruing to the students themselves; (c) decide on one or two test cases of it without letting the students know that they are such.

Question 2: Since it would be a gradual process, what activity or activities would you single out to transfer to student control first so as to provide for an easy

1. Traffic in and outside of the school . buses and street cars loading and unloading . . . also care of properties and

2. Class control in the absence of the teacher; traffic control on the outside and in the corridors, this last to check loitering; keeping floors free from refuse.

3. Outward conduct and the spirit of

strict study.

4. Handling cases of infractions of minor rules, e.g., tardiness, cleanliness in the cafeteria. Make it a gradual process, and extend authority after the worth of the council is evident.

5. Class meetings and things dependent on them, like the missions, drives, and

projects.

6. Conduct to, from, and in the buses (traffic); removal of hats on entering and leaving, hats off until at the exit; no whistling; keep corridors and classrooms tidy; conduct between courses; politeness.

7. I believe that would entirely depend upon the nature of the school, the qualities and abilities of the boys chosen for the tasks, but more than anything else on the ability of the man behind the scenes to influence the student boards.

8. Throwing paper on the floor at any

9. Order at dismissal time; class activities whether spiritual or secular in tone; supervision of study periods; supervision of lower division assemblies; politeness campaign.

Question 3: How would you suggest that teachers educate themselves to relinquish control and accept the new order of things?

1. By gradual self-effacement in selected activities.

2. By essays in inconsequentials. Any real educator will both learn and profit by both his own and student errors, so that when the time comes for more important participation of the student the necessary co-operation will be automatic.

3. Each teacher takes the attitude of an observer, with specific directions as to what he is to observe, and economically record those things specified by the principal.

4. By a review of the purposes of education, one of the main ones being the development of leadership.

5. By becoming "moderators" to moder-

ate only.

6. Every order or organization needs a head. If the student body controls, then control goes from the teacher to the principal acting through the study body. Student body control is mostly concessionary, to make it look better.

7. Teachers could not lose control of any functions performed.

8. Read books and magazine articles on student government; visit schools where student government is in vogue.

9. By considering that the students are supposed to be preparing for their future work, and that they will learn to take care of themselves by being permitted to run their present activities restricted only by a wise guidance.

10. For most men, the education would be rather hard. For 100 per cent co-operation, the principal would have to issue an

order to this effect.

11. I believe that it is the goal of every teacher to have his students take over control in whatever activities it is reasonable to expect them to handle well. Hence it should be a very natural thing for a teacher to relinquish his control to a certain extent in those affairs that a well organized student body is supposed to handle.

12. Point out to the whole class that the purpose is to fix responsibility, as boys must realize they need these attitudes toward order and authority to get along in life.

13. Give the men time to do more reading on these subjects.

Question 4: How would you insure the election of officials on the basis of leadership rather than popularity? Would you specify qualifications for office?

1. Influence elections by directed campaigning for desirable individuals after conference with the better students. I would specify the qualifications for office.

- 2. I have never found any method which insures the "election" of capable or worthy officers. Campaign speeches by the teacher may do much to swinging the vote, and also just as much to prejudice the vote. Appointment with liberal changes has more
- 3. Draw up a special test, to be administered to all students, intended to measure leadership qualifications. The student must have, besides 80 per cent average in each subject an average of 95 per cent in conduct consistently.

4. I would have definite qualifications: conduct be above average, and scholastic attainments must be high enough to insure the office only to those who are in earnest.

5. I would specify the qualifications for office; it might teach the students to pick out capable candidates for civil offices later.

6. Surely not on the basis of leadership, because many so-called leaders are such because they have likable qualities that give them the moral support of a teacher. Boys would elect a leader but not necessarily based on scholarship. Why waste time guessing? A leader in a school should be a scholar.

7. It is practically impossible to insure election of officers on the basis of leadership, for boys will choose a favorite whether he is able or not.

8. Appoint council or student officers.

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Elect by means of a primary election, i.e., election must be chosen from this list of merited students.

10. By attempting to create a proper class attitude aiming at accomplishing something worth while through the offices. Some qualifications I would stress: popularity, the ability to organize, the capacity for independent action, and the ability to speak before the class. I think that in the lower class an irresponsible desire to put the biggest boob into office competes with popularity for poor offices.

11. Qualities: mental ability, leadership, honesty, popularity, to a certain degree,

must be considered.

12. The only consistently safe way would be to have students elect several choices for each position of trust, then have faculty advisers make the final choice.

Question 5: Are you in favor of students participating in disciplinary control? If you intend to have them participate in discharge of disciplinary control how much power would you give them?

1. Only in a directional or hortatory

way.

2. Yes, citizenship is nothing more. Appeal from imposed penalties would be a safeguard against excesses. Changes in officers (by appointment) would react against relaxation.

3. Yes. Any power but that pertaining to a teacher in his strictly functional

capacity.

4. Yes, they could be given almost as much power in this regard as a teacher, i.e., to give extra work, to keep in after school, to deprive the offender of certain privileges.

6. I would appreciate their ideas and advice, and in some cases abide by their decisions. They would be a means to an end. "Keep the big fish and throw away the

minnows.

7. That would depend on the size and nature of the school, and the character of the students then in the classes that are to be controlled.

8. Yes. Let them participate in disciplinary control, except in personal relationship between teacher and student. They might aid in enforcing all general school regulations.

9. Yes. In the gymnasium. Have a student at the end of a short row responsible for the short row in front of him.

10. Beyond trying to develop a proper "public opinion" in the school relative to infractions of discipline, I don't think that having them participate in the discharge of disciplinary functions would work. The student trials described in the education books seem amusing and long.

11. Yes. The limitations of power

11. Yes. The limitations of power would have to be specified. A system of "demerits" would have to be drawn up with the principal's approval.

12. Yes. But the amount of power would have to have definite and well-defined limitations.

haven't a well-grounded sense of responsibility and an active desire to co-operate.

Question 6: Would you be in favor of student government or student participation in government? Please state your reasons for upholding the affirmative or

13. In such things the good judgment

of the director of the affair (with strong

leanings toward advice and opinions of faculty) should hold sway. Under certain

circumstances student control of discipline

may be a good thing. It seems too naïve an idea letting students in general control anything if they and their dependents

1. Yes. I favor participation in: (a) extracurricular activities; (b) school citizenship, i.e., matters pertaining to courtesy,

the negative.

order, movements, voice, regularity, and teacher absence.

2. Yes. As an experiment only, lasting at least one and one-half years for ample trial. Every three months there should be a grand shake-up in policy, or control, or rigid check. Use a merit or a demerit system only, or a combination. An experiment of this kind scientifically will lend prestige to the school. If warranted conclusions can be made and these point to a distinct advantage over our previous method, then go to it as something permanent.

3. I favor student participation. However, students should not have the final word, for they have not as much experience as the teachers, nor do they know the full purpose of education nor the best means to attain the purpose.

What Greater Love! Silhouette Cut-Out by Sister Annetta Gabriel, C.S.J., St. James Convent, Albany 2, N. Y.

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4. I favor student participation, for it forms for everyday life, and might relieve overburdened teachers.

5. No. Too many heads. An ideal government is a monarchy, provided the monarch is good. A school organization, if politics were left out, should be able to put real men as heads of our own schools, thus dispensing with many of these new wrinkles. We can use the advice of the boys but don't need their help. Most of these school councils spend their energy other than in scholastic attainments, such as plays, dances, drives, etc. Why not call them a "Booster Club" instead.

 Student participation, if well regulated, works and is an aid to the school, and even then the teacher must not neglect his supervision, if that should be accom-

plished satisfactorily.
7. No, for the following reasons: (a)
Inertia. (b) Let well enough alone. (c)
Youth must be directed and led. (d) Student government delays execution of affairs. It seems too much of a loss to me.
(e) Burden of responsibility rests on the

faculty moderator of the student council.

8. Yes, but always subject to faculty decision . . . they launch nothing until it is thrashed out with the faculty supervisor.

is thrashed out with the faculty supervisor who would represent the faculty.

9. Student participation. The faculty is the most important part of the school; it is necessary that they be in control to exert influence. Participation suggests that the students are being developed and trained. Government suggests that the students are fully developed and places them above the faculty.

10. Student participation in government. Students must realize that they are still subject to control of teacher and principal. Student participation gives students a certain amount of influence and authority, which works toward the betterment of the school. Lads feel that they have something to say toward the running of the school. It makes them government and discipline conscious. Grievances of various kinds often can be ironed out in the meetings; plans of various kinds can be put over more readily.

11. Student participation only. I believe in organizations, but with varied activities, it happens that some students, usually the leaders, are demanded here and there. In other words, how could they find time to take care of the new organization? You realize that you must depend practically on the same individuals engaged elsewhere.

12. Student participation in government, for the faculty is always responsible for the conduct of the school and cannot relinquish this duty entirely. The duty, can, however, be shared with the student body through student participation in school government.

13. I am in favor of student control of certain functions under careful guidance and supervision by the faculty.

14. I am in favor of student participation, for you cannot let authority get out of your hands; you can never tell when you need it in an emergency.

15. Student participation. If the idea is to succeed you need outside guidance, coaching. It would never do to turn over the school completely.

Measuring and Marking

Sister M. Carmel, O.S. U., M.A. *

FOR many years the marking systems used in our schools have presented a great many problems. Teachers tend to interpret the symbols commonly used in a variety of ways and very often the conflict in interpretation is the cause of difficulties. Numerically we find usually that the symbol A represents 100 to 95; B, 94 to 90; C, 89 to 80; D, 79 to 70. E may represent a conditioned standing and F represents a failure. A student receiving A or B is considered to be above average or superior; C stands for average; D indicates a below average grade or the lowest possible passing grade.

Because of difficulties presented by this commonly accepted marking system some consideration of the problems may be in order on this administrative question.

An article appearing in an educational journal¹ entitled "The Wound is Mortal" sets forth some of the horrors resulting from the marking system. The author states if she were asked to enumerate ten educational stupidities, giving grades would head the list. She advocates things being done for the sake of the thing itself not for the reward of winning a grade. This is idealism and I am afraid most of us will go on giving grades.

In another issue of the same journal² a pupil reasons about fair marking and sets forth his views very convincingly as to the impos-

EDITORS NOTE: The question of marks and measures should be discussed from time to time. We are glad to publish this discussion, hoping that others will present their experience, and, more particularly, describe experiments helping to make the motivation of students more intrinsic.

sibility of any teacher's fairly evaluating the efforts of a student by means of marks.

Finally in "Grades Don't Mean Anything"s the author succeeds in convincing us that grades do mean something. Because most of us think they do or they should, I present the findings of this investigation.

The Comparative System

The percentage system is perhaps the oldest and most common method of marking pupils although it has lost ground in recent years. Marking pupils means that scores they have made in schoolwork are being interpreted in terms of some norm. With no absolute zero point and no unit of accomplishment, marks must necessarily be relative, that is, made in terms of the group. Marks in terms of the group are based upon the fact that the scores representing pupils' achievements tend to follow a normal curve. Here the largest group is average and a diminishing number as the distance varies from average either above or below. Any unit, letters, symbols, or numbers

may be used for the marks based upon the distribution of the group. Marking based on this technique will result in greater uniformity of teachers' marks. However, no marking system will eliminate all the problems of marking. No proportion may be considered absolute and a mechanical use of norms must be avoided. Common sense must be employed in any marking system.

The purpose of measuring and marking according to Douglass⁴ is to measure pupils' attainment; to diagnose pupil learning; to measure pupil progress; to place pupils in grades or classes; to predict pupil performance; to group pupils for better teaching; to set standards for pupil performance; to form a basis for promotion; and to measure the results of teaching.

Tests Are Useful

A volume might be written about various standard tests and their value. I am concerned here about gathering information on marking. Standard tests, although not infallible, do possess a high reliability and are a means of giving an objective rather than a much distorted subjective view of a student's attainment. Certainly they are a stimulant in teaching; they are a valuable device for placing pupils in a grade, class, or section most satisfactory to them. Test scores, like marks, furnish an incentive to improvement by pupils. The proper selection and use of tests whether

^{*}Principal, Sacred Heart Academy, Louisville 6, Ky.

*The Clearing House, Vol. 19, No. 6. 1945, "The
Wound is Mortal," Dorothy DeZouche, pp. 339-348.

*21bid., Vol. 19, No. 9, 1945, "Judging Others," Nellie
Mayham, pp. 568-569.

³Ibid., Vol. 19, No. 8, 1945, "Grades Don't Mean Anything," Josephine Fresbie, pp. 489-491.

⁴Douglass and Boardman, Supervision in Secondary Schools, p. 372.

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they be diagnostic, intelligence, or achievement tests, or any of the special tests available furnish the teacher one of the best tools of his trade.

Examinations are also a means of measuring pupils' achievement. Opinions differ widely as to the advantages of the essay type of examination over the objective type and *vice versa*. Both types will undoubtedly continue to be used.

Try to Standardize

Teachers' marks are notorious for their unreliability. They vary among teachers, departments, and marks of the same teacher at different times to the same pupil performance. Teachers need to become conscious of a sound basis for marking. Some difficulties arise because of the absence of uniformity of understanding by which teachers mark. Absence, work not completed on time, personal characteristics of the pupil may enter in and cause variations. Achievement alone would form the most valid and reliable measure upon which marks are assigned.

There is a tendency to subordinate or eliminate competitive emphasis encouraged by comparative marking systems. However, comparative measures have an important value. Probabilities of success in higher institutions of learning can be predicted on the basis of rank in class or relative position in a distribution of intelligence quotients.⁵

According to Koos⁶ the following scale is given as a guide to marking.

The "A" Pupil (95-100 Per Cent) Superior Work:

- One whose work consistently shows intelligent comprehension of subject matter and ability to retain facts and principles learned.
- 2. One who is able to apply subject matter to new problems.
- 3. Organizes his work well.
- 4. Speaks clearly and forcefully in discussion.
- 5. Presents neat, well-written, accurate work, on time.
- 6. Performs skills with a high degree of technique.
- Completes both average and enriched assignment.
- 8. Has good study habits.
- 9. Power to analyze his own work for strong and weak points.
 - 10. Shows initiative, industry, attention.

The "E" Pupil (0-64 Per Cent) Failure:

- 1. One incapable of doing work of his grade or who is not interested and makes little effort.
 - 2. Takes little part in oral discussion.
- Work is careless, untidy, inaccurate, incomplete.
 - 4. Vocabulary limited.
 - 5. Span of attention short.
 - 6. Absence.
 - 7. Poor study habits.

⁸Johnson, Administration and Supervision of High Schools, p. 285. ⁸Koos, Administering the Secondary School, p. 584.

Individual Evaluation

Appraisal of pupils' work may be considered more fundamental than those systems which aim at the use of the common marks in vogue. Each individual is considered unique. Marking is not exclusive, but significant for the individual; appraisal is less quantitative and qualitative than comparative.

The procedures and forms of records of this type differ. The objective of the school may be critical thinking, physical health, or social co-operation. Symbols like A, B, C, and D may be used to indicate characterizations.

Other schools use a paragraph or paragraphs descriptive of a pupil's work or growth.

The behavior journal and anecdotal record is used with wide variations in a large number of schools. The behavior journal may be kept in the form of a folder where character sketches for individual students are written by teachers who know them. The anecdotal record tends to be objective. The criteria for anecdotes was proposed by the Progressive Education Association.

Marks should serve three purposes. They should acquaint parents of the scholastic standing of the child; they are the material out of which the permanent record is made; they are some indication of teacher efficiency or the efficiency of departments or the school as a whole.⁸

Achievement as a Standard

Some practical conclusions gathered from this study are these: The whole situation would be clarified if achievement were made the basis for marks. By this should be meant ability to apply the knowledge of facts and principles and skills acquired to subjects under consideration. Promotion depends upon the standards of mastery required. In courses which are to be followed by others in the same subject the standard for promotion cannot be lower than the achievement necessary for the work to follow. In courses which are not to be followed some schools give credit for effort even though attainment is somewhat

"Ibid., pp. 586-587.

Bolomson, Administration and Supervision of the High School, p. 282.

below standard. Next to native ability effort is the most important requisite for accomplishment. It is important that a clear statement be made of the meaning of the marks used not only to set a definite standard for teachers but to assure an understanding of the meaning of reports by pupils and parents. Johnson⁹ gives the definition from the Silver Bay School as follows:

"A" indicates work very superior in quality and quantity accomplished with enthusiasm and with little help from the teacher. The pupil shows initiative, skill, and thoroughness, and is able to apply the knowledge gained to new situations.

"B" indicates work superior to the average. The pupil exercises less initiative, skill, and thoroughness and needs more assistance from the teacher than the pupil of "A" grade.

"C" indicates average accomplishment.
"D" indicates work inferior to the average in quantity, skill, and thoroughness. The pupil lacks initiative and a sense of responsibility and requires close guidance and frequent stimulation.

"E" indicates work very inferior in thought processes, skill, thoroughness, and progress made. It may indicate a serious lack of effort and concentration.

"F" indicates failure.

"Inc." indicates incomplete work due to illness or legitimate absence. It is a temporary grade and may be made up. A grade of "Inc." reverts to failure unless made up.

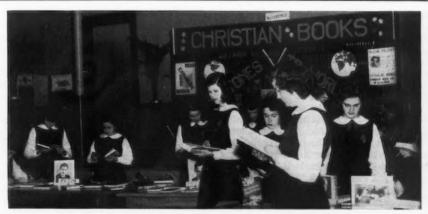
reverts to failure unless made up.
A grade of "D" or "E" is not satisfactory.
It may be raised to "C" by additional study and by passing an examination.

Such an interpretation of marks would certainly be clear to parents and pupils and a safe guide for teachers to follow.

91bid., p. 287.

North American College Deeded to Bishops

Pope Pius XII deeded the Orsini Palace, housing the North American College in Rome since 1859, to the Bishops of the United States, following a petition by the College's Board of Trustees. Title was formerly held by the Congregation for the Propagation of the Faith, which now enjoys full ownership of the portions of land on Janiculum Hill used for its Urban College. The transfer was suggested in view of the ½ million dollar renovation plans now being accomplished by the American Bishops.



Sodalists of St. Vincent Academy, Newark, N. J., enjoying their Catholic book exhibit held during Catholic Book Week in November, 1947.

I

The CATHOLIC SCHOOL JOURNAL

Editor

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Self-Education No. 3

Learning, Not Teaching Is Purpose of Education

Another way to reveal the importance of self-education is to point out that in education, learning is more important than teaching. Learning can go on where there is no formal teaching. All the processes of informal education are almost completely learning rather than teaching. It would be very interesting if we could find out what proportion of our "mental furniture" is the result of teaching and what of selflearning, or, if you choose, self-teaching. It would be even more interesting if we could determine to what extent the guidance and activity of one's life was from ideas gotten in the home, the playground, the street, and all the informal contacts of social life rather than from school lessons.

The controlling factor for the teacher is found in the dictum that there is no teaching where there is no learning. There can be no teaching in vacuo. You may go through all the processes of teaching following the famous old dicta, but unless the student is learning there is no teaching.

As an aside, we do not call effective teaching the process of universities using graduate students to teach the basic courses to freshmen, where the only tangible result is that the teacher had a good review of the subject, which enabled him to pass his "general examination."

To return to the thesis that where there is no learning, there is no teaching, you might go through the five formal teaching steps of preparation, presentation, comparison, generalization, and application, and believe you were teaching, but only an Herbartian interested in the forms of education and not in the actualities would think so if there was no learning. You might think you were proceeding from the simple to the complex, but unless this were so in the child's mind, you might just as well be in Timbuctoo. So with the other maxims of which we hear little or nothing today: (1) proceed from the specific to the general; (2) proceed from the parts to the whole (always psychologically a false principle); (3) proceed from the concrete to the abstract—and (4) proceed from the empirical to the rational.

The teacher's concern is with learning; whatever she decides to do in class is always for the sake of learning. It is to enable the student to learn independently. Thus the teacher effaces herself, and the highest satisfaction of teaching comes from this fact. — E. A. F.

A Caution About World Goverment

A very roseate picture is presented for world government. It is assumed that all you have to do is to set up machinery without changing the fundamental character of peoples of the world and the creation of the machinery will bring about the results which the organizers in their naïvete think will be accomplished.

It is surprising how many Catholic publications seem to accept this kind of thinking. It might be well in this connection to quote in our editorial columns a statement from Arnold J. Toynbee's article in Look on "We Can Build a Better World" as follows.

One of the reasons why our times are dangerous is that we have all been taught to worship our nation, our flag, our own past history. Man may sagely worship only God; the First Commandment is also the first law of growth for individuals and for societies. When we break it and idolize our past, we

We must have unity. But it is quite possible that in making One World our primary hope, we may fail by aiming too low. For the Brotherhood of Man is, I am convinced, an utterly impossible ideal unless men are bound together by belief in a Transcendent God. . . .

The great decisions of history are always moral. Technical accomplishments can be used either for good or evil; some man must decide which it is to be. . . You cannot escape the moral choice. It lies in wait at the end of every path. For each new instrument we conquer intensifies the effects of our virtues and our vices. Every new scientific achievement offers a further test of our spiritual powers. . . .

The great need of the modern world is a rebirth of supernatural belief. Without it, man unregenerate man - is hardly to be trusted with the dangerous toys his laboratories have hatched. . . .

We can still shape our future for good or for evil, for survival or for suicide. If there is one thing of which I, as an historian, am certain, it is this: History never "happens" it is brought about by the free decisions of men as they decide whether to be courageous or cowardly in the face of tomorrow.

- E. A. F.

Student Reaction to Outside Lecturers

We often wonder what a student newspaper is, whether it is a newspaper and whether it is really a student product. This wonder does not extend to Saint Mary's Collegian, the official publication of the Associated Students of Saint Mary's College, California. It is obviously a student newspaper as the following incident will

Earl Bunting, managing director of the National Association of Manufacturers, a guest of the dean of the college and apparently also invited by the economics association of the college, made a speech on "Individual Opportunity vs. Planned Poverty."

Under the heading "Bunting Blasts Collectivists," the speech gets three quarters of a column on the first page and a carryover to the second page. Alongside of this news story of the speech, three major parts of which are given in bold face type, is the heading "Student Comment on Bunting Talk." One student says: "Mr. Bunting condemned all people who oppose big business and capitalism as collectivists. This is not true. All through his address Mr. Bunting made broad generalizations and was vague and even evasive on many important points." Another student says, "He gave the high spots of capitalism in its most favorable light." Another student gives the comment, "Bunting was all wrong on several points." The item ends with a common comment, characteristic of the individual comments, "Many students expressed their disapproval at what they believed was deliberate planning on Mr. Bunting's part of dispensing with the question period which was scheduled to take place immediately after the address."

In the following issue of the paper, one of the student commentators says:

Last week the Economics Association insulted the intelligence of the students of Saint Mary's by presenting to them Mr. Earl Bunting. As managing director of the National Association of Manufacturers we could and did expect that he would be an advocate of capitalism in its present form. What we could not expect but got was a talk that seemed deliberately inflammatory, prejudiced, and designed as propaganda for the gullible rather than as a stimulus for thought.

This is a very good and healthy sign in the student body. It is the kind of reaction that ought to happen always to exactly that kind of presentation and which can

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most effectively occur, if done with good manners, in a question period following the discussion. But, at any rate, the students' newspaper apparently is available to students to express exactly what they think. This should be true of all student

newspapers.

There is not always care taken in the persons who are invited to speak in colleges to be sure that they speak to students on what might be called the college level. They may have all the positive beliefs in the world, but they must be presented objectively with supporting evidence and not call their opponents by all kinds of names. They should be intellectually honest. The justification for their appearing in the college is that they are helping to achieve the ultimate purpose of the college. They should be a stimulus to thought and ought to give some insight into the problems which they discuss. — E. A. F.

"Better Education"

One of the things that would undoubtedly escape our notice as an organized movement is the "Better Education" campaign that has been going on during the past 18 months which has resulted in a two million dollar campaign in advertising space and radio time in support of better education. The object of this campaign has been the very wise one of providing a "favorable climate for the nurturing of educational support without propagandizing individual methods." This is the work of American business in co-operation with and under the leadership of the Advertising Council.

The Advertising Council is a private, nonprofit, nonpartisan organization supported and operated by advertisers, advertising agencies, and the advertising media groups for the purpose of utilizing advertising in the solution of national problems. It determines nonpartisan public problems which may be helped by advertising. For example, on the present programs are such subjects as: Accident Reduction; U. S. Savings Bonds; Better Education; the American Heritage; Com-

munity Chests; CARE, etc.

It is amazing the extent to which this program has gone and its capacity to secure co-operation. For example, 28 full-page advertisements have appeared in support of the campaign in 11 national publications having a combined circulation of 35,852,285. Forty health and educational journals have carried the advertising, and trade book publishers have included propaganda on book jackets. More than one thousand individual radio messages have been announced, reaching an estimated 1,724,315,000 persons.

This is a tremendous power for good or for evil. We should be aware of this tremendous program in support of education and perhaps suggest to the Advertising Council ways that it may be improved and have the place of religion in education emphasized. In any case, as you hear these statements and they meet your approval, it might be well to write a word of appreciation to the advertiser or to the Advertising Council at 11 West Forty-Second Street, New York 18.— E. A. F.

Christmas, 1948; Men of Good Will

The heavenly message of Christmas is much needed in this year of our Lord, 1948: Peace on earth to men of good will.

The world needs above everything else "men of good will." This is more important than all the international machinery that could be created or is in existence. It is more important than United Nations organizations, leagues of nations, or other forms of international organizations. These organizations are effective only to the extent that their members are men of good will.

It would be a great thing if the leaders of nations were men of good will. The tragic character of the world situation at the moment is that the leadership of Russia is in the hands of men of evil will. But it will not be enough to have the leadership of nations at a particular moment, men of good will. The only secure foundation for a durable peace is to have the common men in all nations men of good will.

Our Christmas wish is that all men in all nations will be men of good will and then will there be peace on earth—and also the peace which surpasseth all human understanding.—E. A. F.

The Prayer of a Public Servant

We often hear criticism of public servants who are called everything from bureaucrats down and up. But there is a great deal of devoted service to the public by the public servants. They are in a very real sense public servants. They have a sense of dedication and consecration. This thought was aroused in connection with reading something about the Supreme Court of Wisconsin. One of its greatest judges was Edward G. Ryan. Among his papers after his death was found a manuscript prayer of his own composition, much worn by daily use, and in his own handwriting. We quote the prayer at this time to indicate the spirit that ought to inspire not only judges, but all persons dedicated to the public interest. Justice Ryan's prayer is as follows:

O God of all truth, knowledge, and judgment, without whom nothing is true or wise or just. Look down with mercy upon Thy servants whom Thou sufferest to sit in earthly seats of judgment to administer Thy justice to Thy people. Enlighten their ignorance and inspire them with Thy judgments. Grant them grace truly and impartially to administer Thy justice and to maintain Thy truth to the glory of Thy name. And of Thy infinite mercy so direct and dispose my heart that I may this day fulfill all my duty in Thy fear, and fall into no error of judgment. Give me grace to hear patiently, to consider diligently, to understand rightly, and to decide justly. Grant me due sense of humility, that I be not misled by my willfullness, vanity or egotism. Of myself I humbly acknowledge my own unfitness and unworthiness in Thy sight, and without Thy gracious guidance I can do nothing right. Have mercy upon me a poor, weak, frail, helpless sinner, groping in the dark; and give me grace so to judge others now, that I may not myself be judged when thou comest to judge the world with Thy truth. Grant my prayer I beseech Thee for the love of Thy Son, our Saviour, Jesus Christ. Amen.

-E.A.F.

I Attend A Workshop

Sister Jean Carmel, S.L. *

FOR the past five or six years I have become increasingly curious about an activity which has sprung up, mushroom fashion, to add still further perplexities to college life. Members of my teaching community at Loretto Heights College, Denver, have been mysteriously leaving, with a somewhat important air, to take part, during the summer months, in some still more mysterious undertaking vaguely referred to as a workshop. Administrative officers somehow predominated among the delegates, but occasionally a mere member of the teaching faculty managed to join the elect. Enticing centers such as Washington, Chicago, and Minneapolis have lured these privileged ones and, by their very distance, have lent enchantment to the miniature United Nations parleys.

Once returned from such gatherings, our delegates crusaded valiantly among us more unsuspecting and unenlightened faculty members, supplying enthusiasm and an abundance of "literature" for their cause. We stay-athomes were seemingly a lost generation, content to exist in our apathy. But if we had had peace before, we had none after their return! Surveys, questionnaires, opinionnaires, study groups, evaluations, and evaluations of evaluations plagued and tormented us. The militants, called co-ordinators, must have spent their days and nights thinking up new schemes to arouse us to action.

My own reactions have varied from envy at the apparent sabbatical leave granted to fellow teachers, to horror at some of their subsequent vandalisms, and then to ultimate -almost inevitable-sympathy and co-operation, simply because I pitied them - they always amassed, unwittingly or wittingly, an astonishing mass of work for themselves. Usually too, like a true daughter of Eve, I rejoiced that I had escaped such herculean educational labors as a college workshop involved. I was content to remain one of the exploited masses.

The Shadow of a Monster

Last spring, rumor, confirmed by multicolored bulletins issuing from administrative offices at our college, made me painfully aware of the coming of the monster to our own campus. We were to have a workshop right on our own campus to study the objectives of the Catholic women's college. What could possibly be the result? Nothing but utter disaster to any semblance of peace we might still be clutching vainly. Several months' warning of the event and the more immediately pressing problem of preparing for a busy summer of teaching mitigated the effect the news would otherwise have had on me. Besides, though I suspected that only administrators were to be invited, I still cherished the secret hope that we faculty members might

EDITOR'S NOTE: This light essay gives a humorous slant to a very serious workshop, A Workshop on Objectives for the Administrators of Catholic Women's Colleges, which was held at Loretto Heights College, Denver, Colo., during the last week in August. Nearly one hundred representatives of 26 women's colleges, who attended the week-long session, found this first workshop exclusively for women's colleges so stimulating, profitable, and exciting that they requested that plans be made for a second one next summer to follow through on the important topics introduced this year.

get a closer view of workshop proceedings than a hearsay report. Closer scrutiny oftentimes dissipates groundless fears.

They Were Human

Before I knew what was happening, the date for the opening of the workshop had arrived. All the intervening affairs of the summer were dwarfed by the onrush of the dreaded and yet wished-for event. Taxis drove up to the front entrance, depositing innumerable and surprisingly human-looking pedagogues and deans.



- Photo by Harris & Ewing

Marjorie Brearton, high-school student at St. Gabriel's School, Washington, D. C., whose original painting wso chosen for the cover of the fall, 1948, issue of the "School Savings Journal for Classroom Teachers." Fourteen-year-old Marjorie entered he mainting in a poster context conducted by Fourteen-year-old Marjorie entered her painting in a poster contest conducted by the District of Columbia Savings Bonds Division, last May, and received honorable mention. Later, her painting was chosen for the cover of the "School Savings Journal" which is issued twice each year to the teacher's in the nation's schools to promote the purchase of U. S. Savings Stamps and Bonds by school boys and girls through the treasury's School Savings Program.

Residence halls and dining rooms assumed a new life, and, as the days passed, supplied additional meeting places for the animated discussions that seemed never to stop. The library reading room was streamlined, Lake Success style, for the opening meeting. And best of all, there appeared to be no secrecy attached to the purposes at hand. Those in charge did hold us up if we were not wearing an official tag, but, they not only invited us, they urged us to attend, and to talk. This was indeed the chance of a lifetime, one that would make or break us, so far as our fears and hopes were concerned.

This Was a Workshop

The first lesson we learned as soon as the programs were distributed was that this was a workshop, and the second and third lessons were the same. All morning and all afternoon, and all evening until far into the night the talk went on. I marveled at the oratorical marathon. The only reason that it could last for a week is that it was conducted relay style and one took up where another left off, and outsiders - authorities on the various aspects of the general subject - contributed generously to give the workshop participants a chance to rest. When we crawled off wearily to bed after even additional special meetings, we found that our mental faculties were so churned and tortured by the topics of the day that the turmoil went right on. Morning found the sleepless participants expounding the further thoughts they had had on the subjects.

I was beginning to understand that a workshop was only for the valiant and the strong, and that, if this one were a typical example, the returning delegates from former workshops had reason to be crusaders. Their efforts to reform us stay-at-homes were understandable, in some instances, even apostolic. A dynamo of thought had been turned on and one could not do otherwise than be charged by the power

Sewing Machines and Frying Pans

I will not say that I was convinced by all the theses propounded during the sessions, nor were others, apparently, but the open forums gave everyone a chance to express himself. Time and the exigencies of the program necessarily interrupted occasionally to remind us that, fascinating as it is to build educational utopias, man must still eat and drink, if he is to survive long enough to experiment with his particular utopia.

During one of the liveliest of the discussions on the place of the liberal arts in the Catholic women's college, one ardent enthusiast exclaimed that we ought to do away with nearly all books and equip our colleges plentifully with sewing machines and frying pans, that courses in marriage and child psychology should replace Greek and calculus. An opponent calmly asserted that a twenty-minute y ss

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talk from a pediatrician to the young mother as she sits before him with her month-old baby will do more good than a course in college and give her all she needs to know! Then an irate listener took issue with a speaker who attacked the young business woman because she dressed herself becomingly every day, in order to win the attention of the male sex in her working establishment. Such a young business woman, the speaker had asserted, could not accustom herself later to wearing plain housedresses and having her fingernail polish chip off in the rush of household duties. It appeared that the speaker did not think that the young homemaker should keep herself an attractive helpmate, or at least that's what the listeners thought he meant. Others refused to admit that the entire responsibility for homemaking rested on the wife and mother; and loudly proclaimed that the husband and father also had a share to contribute.

The Poor Hostess!

Just as the discussion was at the apex of excitement and all listeners were frantically striving to get the floor, I glanced at my watch. Just as I thought! It always seemed to happen that way. It was time for me to report for a more utilitarian duty. The home faculty had to help to keep machinery running smoothly, in order that no time be lost

between sessions, and my particular assignment was to supervise the guests' dining room. Others had to cochairman sightseeing tours, arrange picnics at the college's mountain lodge, and serve in other hostess capacities. It was all very complicated and complicating.

Yet, out of it all there grew the inevitable conviction that this thing called a workshop was truly an opportunity, an inspiration, and an adventure. The effect of this bringing together of the fine minds and generous hearts of our Catholic college religious was little short of cataclysmic! Yes, I succumbed completely to the lure of the workshop. I am even glad that next summer the monster will return.

The Spirit of Christmas

Sister Francis Paul, C.S.J. *

Characters

Bob, a boy of 12 who doesn't believe in Santa Claus.

BETTY, his sister, who believes in the true Christmas spirit.

MOTHER, whose heart opens to everyone. DAD, a man of his word.

Several children may be added to family group or to the group to whom help is given.

Scene I

[Living room; the evening before Christmas: materials for decorating tree visible.]

Bob: What a place! what a place! Can't enjoy a minute's comfort in this house. Every place I go, I hear, "Don't look at that" or "Don't touch this" or "Don't go in there" and everybody seems to be hiding something from everybody else, and they call it *The Spirit of Christmas*. [Sits, takes magazine] I wonder how long it will be before I am put out of here. [Stretches and reads.]

BETTY: Hello Bob! Got your Christmas presents all ready?

BOB [still reading]: Ready for what? BETTY: Ready to deliver, of course.

Bob: Doesn't San—tee Claus deliver them?
Or don't you believe in him any more?

BETTY: Of course I do. It wouldn't be Christmas without him. [Sits.]

Bob [throwing magazine on floor]: Look here Sis — do you expect me to believe that?

BETTY: I certainly do, and before this day is ended, you will not only believe in the spirit of Christmas but you will see it in action.

Bob: Ha! Ha! Ha! The Spirit of Christmas! Christmas spooks! Ha! Ha! Ha! [Rises, leaves.]

BETTY: Aren't boys queer creatures? They have to see everything to believe. Well, I'll show him more spirits than he ever saw before

and the spirit of orderliness will be one of them. [Bends, picks up magazine] Books belong in bookcases. [Puts it in case, leaves room.]

MOTHER: Well, at last the great day is here! [Deposits Christmas packages on mantel at rear. Walks front stage.] May the Infant King be with each one of us this blessed night, though we are so unworthy of his coming. [Sits.]

Bob [Rushing in]: Mom! The whole West End is on fire! I'll say it will be exciting. I'm going over to see it [Starts—turns] I mean—May I?

MOTHER: Just looking on will not help very much. That section is the home of the city's poorest. I fear many poor families will have no cheer this Christmas night.

BoB: But we aren't to blame for that, are we?

MOTHER: No, dear, yet we must do something for them. This is Christmas eve. The spirit of Christmas is already in our hearts, I hope. Now let me see; just what can we do to help? How much money have you left from your Christmas Club savings?

Bos: Whittigers, Mom! You don't expect me to use that do you? That's for Christmas presents.

MOTHER: I thought you didn't believe in them, Bob. And if you do, what greater gift could you give than helping God's homeless ones?

Bob: Sis has more Christmas Club money than I have.

MOTHER: Not now, dear. She went down to the West End an hour ago and took all her savings with her. It's a bitter cold night for anyone to be without food or shelter. Are you willing to help?

BoB: Will they pay it back?

MOTHER: If not, God will. He cannot be outdone in generosity you know.

BoB: That will mean I can't buy the new

camping outfit we looked at last week. You said I could.

MOTHER: And I still say so.. It's your money. You earned it. You saved it and you may spend it as you like. The decision rests with you. Helping others requires the spirit of sacrifice. We learn that lesson from our crucifix, Bob. [Kisses cross on her rosary.] No sacrifice we can make is worthy of mention, compared to His, and He comes tonight. [Rises.]

Bob [who has been sitting on arm of chair, rises]: O.K. I'll help. But I can't see for the life of me why we have to pay because somebody else starts burning up the town.

MOTHER: Well, I know that if our house caught fire tonight, I would expect my friends to help me out. [Looks at Bob.] How about it? Am I right?

Bob: You're always right—so [blowing imaginary air bubble from palm] here goes my new football—[blowing another] and there goes my camping outfit—here goes [blows one more]—say Mom, you wouldn't want me to give what I'm saving for the foreign missions, would you?

MOTHER: Christ gave up everything for us. Bob: That's what I'm going to do. I just want to know if it is right. [Expanding chest] I guess I won't be ashamed to meet the spirit of sacrifice tonight. Sis says I am going to meet a lot of her spirit friends. Maybe I'll see them at the fire, so here I go. [Exit.]

DAD: Well, I'm wondering just when I'm going to get that Christmas tree planted, and the stocking hung. Let us get started before the youngsters return. Are they going to sleep a few hours before midnight Mass?

MOTHER: Children never seem sleepy on Christmas eve. They have gone to the fire.

DAD: Even Bob seems to have caught the Christmas spirit. I think some day we are going to be justly proud of him. He is slow to see the way, but once he sees it—

^{*}St. Joseph's Seminary, Troy, N. Y.

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Bob [bursting in]: Just finished my Christmas shopping. You and Dad will never guess what I brought you. Promise you will like your gift [looks at mother] and keep them [looks at father].

MOTHER: I'm sure we'll like them.

Dad: And of course, we'll keep them. Bob: O.K. Then I'll bring them in. [Dashes out.]

MOTHER: The dear boy is far more thoughtful than we give him credit for.

Bob [returns with a child by each hand. They drag broken toys]: Here they are to have and to hold until death do us part. [Smiles.]

MOTHER: But Bob, where are their parents?
Bob: In heaven by now. The firemen were just carrying them out as I arrived. They were suffocated searching for their children who were already safely outside. So we can keep them, can't we?

Dad: Not so fast, my boy. Not so fast. Tonight at least, we'll give them shelter.

Bob [looking at parents]: But you promised to like your gifts and keep them. Don't you believe in Santa Claus either?

Dad: Who wouldn't when he brings such precious gifts as these? [Caresses each and leads toward Mother.]

Bob: This is going to be the swellest Christmas I ever had. [Sweeping arm motion] Come on kids, and I'll get you some supper. [Starts, turns] I mean Mom, may I?

MOTHER: Yes, they must be hungry. Ask one of the girls to help. I'll find a place for them to sleep. [Exit.]

Bob [Dashes off, children following]: Sue — Mary — Betty —

SUE & MARY: Did Bob return yet?

Bob [Entering in time to overhear]: You bet he did and brought his Christmas presents with him. I didn't ask Santa Claus to deliver them. You'll get a surprise that will open your eyes this year.

DAD: Well, off with you all, so I can leave a message for Santa Claus before we go to midnight Mass. It is nearly time. Shoo fly! [Starts to sort packages on mantel.]

MOTHER [Returns with more Christmas packages. Alarm clock or striking clock sounds off stage]: That is eleven-thirty. I must get the youngsters started for Mass. [Exit.]

[Betty, Bob, Sue, Mary re-enter putting on outdoor wraps.]

BETTY: Now Bob, be prepared to see the spirit of Christmas in action. Midnight Mass recalls the first Christmas night.

Sue: The true spirit of poverty was present there all right.

Mary: And where could you find a truer picture of the spirit of loveliness, of obedience, of purity than in the Mother of the Christmas Babe; and her name was Mary too.

Bob: And I might point out to you, Sis, that the spirit of generosity and the spirit of sacrifice were also there. I expect them to smile on me tonight

BETTY: I hope so Bob, but why you, especially; we are all going to receive the newborn King, aren't we?

BoB: To be sure, but you know boys are

his favorites, at least, so I think.

[Mother re-enters with the little visitors.]

DAD: Let us go. We must not be late for Mass, if we expect the blessing of the newborn King. This is His birthday. Be sure you give your best to Him tonight. He wants your hearts filled with love for Him and for all

His creatures.

Bob: That means our visitors—I mean our new little brother and sister, doesn't it, Dad?

Dad: Of course it does. His love includes the whole, wide world. There is room in His heart for everybody. Come, let us go.

[Exeunt Omnes]

Scene II

[Darkened stage, sleeping shepherds, 12 bells sound off stage. Off stage, gradually approaching, angels sing three times the aspiration "Glory to God in the Highest, and on earth peace to men of good will." Shepherds rub eyes, rise gradually. Spotlight on leading angel who speaks to bewildered shepherds.]

LEADING ANGEL: Fear not, for this day is born to you, in the city of David, a Saviour who is Christ the Lord.

2ND ANGEL: And this shall be a sign unto you: you shall find the Child wrapped in swaddling clothes and lying in a manger.

[Angels depart, continuing one repetition of aspiration, growing fainter.]

1st Shepherd: Let us go over to Bethlehem and see this thing which has come to pass.

2ND SHEPHERD: The angel said we would find the Child wrapped in swaddling clothes, and lying in a manger.

3RD SHEPHERD [rubbing hands]: Poor shelter on this chilly night.

4TH SHEPHERD: God's ways are not the ways of men.

5TH SHEPHERD: Come, let us go and adore

[Pass off darkened stage, singing gradually fainter: O come let us adore Him. O come let us adore Him, Christ the Lord.]

[Curtain closes while they still sing.]
[Any number of shepherds can be added.]

Scene III

[Nativity group at rear left of stage—angels grouped on sides and rear of group, elevated to leave door space for shepherds.]

SHEPHERDS [Entering from right, singing same aspiration, draw closer, admire, and fall on knees wherever they are at the words "Christ the Lord" of the aspiration. Rising they take places at right and left of Infant leaving room for Kings.]

Kings [Off stage sing "We Three Kings of the Orient" as far as "star." As soon as all three kings are visible at right, they discover a sleeping shepherd.]

1st King: What have we here? [Approaches lad] A shepherd! Thinkest thou the lad is injured?

2ND KING: Perhaps just over weary. Let us question him. [Rouses him] Speak lad. Art thou injured?

LAD: Not injured — but — oh — so weary.

I had lost this lamb of mine and sought long hours before I found him. Ah, sir, he strays so often. My companions went on to Bethlehem to see the Christ Child. This is the night of His birth. Methought at first, I'd not be bothered searching for this wanderer—but God comes to save the lost—and this lamb is in my keeping. So I kept up my search until I found him.

3RD KING: You acted wisely and the Saviour will reward you. Come, we are on our way to see Him also. Your wish shall yet be granted.

[The Kings approach crib, bend low, each presenting gift after his verse is sung.]

LAD [Gazes at Infant, then at Mary, then

LAD [Gazes at Infant, then at Mary, then at Lamb. Whispers to Mary who smiles and lifts the Infant while he places his lamb for pillow beneath the Infant's head in crib, then cuddles close to Mary who smiles affectionately at him.]

Kings [Bow low to Infant, not to Mary and Joseph, and slowly withdraw until near right entrance.]

1st King: We have been well rewarded for our long and dreary search. The prophecy of the Ages is fulfilled at last, and we are witnesses of it. God grant us strength and courage to convey the message to our less fortunate brethren.

2ND KING: What a lesson it has been for us. A *God* amid such poverty and we in regal robes.

3RD KING: And though we gave costly gems, the lad outgave us all, for we gave of our abundance while he gave his only possession. Even the joy of seeing Christ, he would have surrendered, had he not found his lamb. Is it not strange 'twas the wandering lamb that was privileged to pillow the Infant Saviour! God's ways indeed are not the ways of men.

1st King: It is the spirit of sacrifice that determines the value of a gift, and yet the world today is filled with useless giving.

2ND KING: Well, my friends, we have come to the parting of our ways. Let us rejoice that we have seen the Christ. May His peace abide with us forever.

[All depart singing part of hymn "Star of Wonder" from "We Three Kings."]

Scene IV

[Living room again. Tree trimmed with gifts stands at rear right.]

Bob [bursting in]: What a tree! Where's Sis? Where's everybody?

SUE [Entering, and noticing tree]: Oh, Santa Claus has been here! Isn't the tree beautiful!

Betty: And he has left a present for everyone I'm sure, except—perhaps—Bob. He doesn't believe in Santa Claus.

Bob: O yes I do. I saw his whole family tonight. Wasn't midnight Mass beautiful though? And wasn't the spirit of sacrifice a lesson for us to give our best to Christ?

MARY [listening in]: And what a spirit of generosity the Kings displayed with their gorgeous gifts to Him.

Bob: And where could one find the spirit of humility better taught than by dear, silent St. Joseph, himself!

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MARY: And don't forget our Lady Mary, the spirit of loveliness in its truest sense. Remember, she gave us the Babe Himself.

MOTHER: And I am sure we have brought the true spirit of Christmas home with us for two little orphans' hearts are bursting with joy tonight because we have made room for them in our Inn.

DAD: And who but Bob would have thought of such a surprise?

BOB [embarrassed]: Well, Dad, I think it was Mom who made me see my duty, and besides you are the one who made me join the Christmas Club.

Betty looking on impatiently, coughs to attract attention. Bob takes the hint.]

Bob [bowing to Betty]: And oh! yes, if

it hadn't been for you, Betty, I just wouldn't have met all these wonderful Christmas spirits,

DAD: Well, my boy, it is in being helpful to one another that we learn the true meaning of Christmas. Midnight Mass never meant so much to me before either. We have actually witnessed the Saviour's birth. Let us ask the Infant Saviour to bless this home and may He find shelter in our hearts tonight and always.

BoB: Isn't it almost time to open the other Christmas presents?

MOTHER: Yes, let us wish one and all a very merry Christmas.

[Curtain closes as they distribute to each other some of the many packages on mantel and near tree.]

J.P.O.'S ACT OF CONSECRATION TO **OUR LADY**

O Virgin Mother of God, we dedicate and consecrate ourselves to thee under the title of "Our Lady of the J.P.O.'s." We beseech thee to be our special patron in order that we may guide and protect those who are entrusted to our care, and thereby assist our pastor, teacher, and traffic officers.

Dear Mother Mary, help us to love and cherish the virtues of purity, patience, and kindness so that we will always uphold thee as our model and be close to thee every moment of our

To prove that the junior police enjoy their work as well as duty they are a wonderful spectacle in a parade where they participate and walk side by side with the officers of the law, and exhibit their loyalty and respect to their country by demonstrating that they are proud to be active American citizens. We don't need further proof of their desire.

Even though this is purely a civic organization, the religious outlook is not neglected. For what is any organization without a religious background! Their leader, Sergeant Walter Victor, leads them monthly to the altar rail where they receive their divine Master, who will ever direct and guide them to their eternal goal, where they will receive their heavenly reward for being dependable and trustworthy in American citizenship.

On the first day of October, 1947, Rev. Father T. Kiernan, pastor of St. Joseph's Church in Hilo, presented to the girls of that parish school their J.P.O. badges. The impressive church ceremony marked the introduction of another year's patrol force to its students. After the religious inauguration, the girls proceeded out of church to the verdant surroundings and received their identification cards from Sergeant Walter Victor.

The crisp red and white uniforms announced that the members were anticipating another co-operative year with the traffic officials and thereby live up to the models, standards, and ideals of previous forces.

Junior Police in Hawaii

Sister M. Natalie, O.M.C. *

Hawaii's desire to become the 49th state in the Union has caused serious minded people to question its potentiality as a state. Educators, being educators, are more concerned with the question: Are the children of the Islands being trained to be good citizens? Are civic duties and responsibilities assumed and performed by students in as far as students should be responsible for them?

The purpose for this article is not to prove that students in the Islands are being trained to be good citizens. The sole object of this paper is to present one phase of training-The Junior Police organization in the Catholic School of Saint Joseph, Hilo, Hawaii, and let the reader draw his own conclusion as regards training in civic responsibility.

Among the myriad duties of the Junior Police, assisting the traffic officer is the most essential. He regulates motorists; the students regulate the pedestrians. This direction and aid of the J.P.O. enables the policeman to give full attention to vehicles whereas, in some cases, more than one traffic officer would be needed. The junior police have saved many children's lives through their alertness and ever watchful vigilance. This is a grave civic responsibility shouldered by students. The saving of lives is the gravest of obligations with which one could be entrusted.

One may also find a watchful, wideawake I.P.O. supervising the schoolyard and playgrounds. Here they are ever ready to administer first aid as well as to encourage wholesome game playing during recreation and recess periods. It is due to the Junior Police that so many varied and diversed programs can be employed. That's what the educator encourages, proper use of leisure time.

Even at entertainments the Junior Police can be called upon as usherettes. Their pleasant smiles, their politeness, and their courtesy assures the public of an enjoyable diversion. We can always assign responsibilities to our J.P.O.'s and feel confident that they'll always do a fine job.



*St. Joseph's School, Hilo, Hawaii.





Junior Police Officers, St. Joseph's School, Hilo, Hawaii.

Practical Aids for the Teacher

Developing Personality

Opportunities for Personal Guidance

Sister M. Coleta, O.P., M.S., in Ed. *

When does the preparation for a job take place? Is it in the last year of the high school, or has this preparation been taking place throughout the senior's whole life? The business world offers large and interesting rewards to the young woman who makes the grade, but, being fiercely competitive, business is a constant challenge.

If the job is to mean merely a weekly pay envelope and reasonable security of tenure, a few inconsequential friendships, and a maximum return for minimum effort, then the years to come will find the young woman no longer young, ardent, enthusiastic; no longer rich in imagination and richer in achievements still to come. But, if on the other hand, she is ready constantly to perfect and to add to her skills to increase her intellectual abilities, then the years of the middle twenties and thirities will find her mature of vision, tolerant, sure, intelligent, resourceful, flexible, and happy in her work.

When girls apply for their first positions, they will be given tests to determine dexterity, intelligence, and preparedness for specialized jobs. In addition to administering tests, the personnel manager will judge the individual during an interview on such matters as appearance, as it is expressed in terms of wearing apparel, personal grooming, and posture; speech, as it is expressed in terms of voice and diction; health, as it is reflected in the vigor and vitality of the candidate.

Business is not a dinner party nor an outdoor picnic nor it is a mourner's bench. It calls for clothes of conservative cut and color, for immaculate accessories, for exquisite grooming. Youth, femininity, dignity, and cleanliness are the irreducible essentials of good

The school can do a great deal toward building well-balanced personalities by providing a suitable environment and by presenting to the students constant opportunities to cultivate desirable habits and attitudes. Equally important, however, is the knowledge on the part of the student that desirable personality characteristics can be acquired; that they are not lucky possessions of certain favored people. Motivated by this knowledge, the student can, through a process of self-analysis and setting of personality goals, grow into a socially acceptable human being.

Training in personal development can be given students through correlation with other subjects in the business department curriculum, and it is through this agency that such training has been offered.

The philosophy underlying the study of personal development may be summed up as follows: (1) that personality is modifiable; (2) that an understanding of human nature is basic to the ability to get along with others; (3) that conscious development begins with self-analysis and must be followed by the setting of definite goals of achievement; (4) that personal development need not be a passive process, but may be obtained by constant activity aimed toward the acquisition of the desired habit or attitude; (5) that the instructor-student relationship should be personal and confidential.

Students should be encouraged to supplement the class discussions with outside reading from books of their own choice or of those taken from the suggested reading lists made available by the instructor.

This procedure would inevitably result in the following worthy purposes: (1) stimulation within the student of the desire to develop those traits of character and personality that are an essential part of success in business; (2) emphasis on the necessity for good health, attractive appearance, and constructive work habits when employed; (3) practical instruction in the care of the body, appropriate dress, business manners, oral expression, and job-finding techniques.

Employment officials agree in saying that the majority of the failures among business employees are due to the employees' inability to "get along with others." In the author's opinion, there is no better way to learn how to get along with others than to acquire an understanding of human nature; and an excellent way to get this understanding is to get acquainted with one's self. A self-analysis blank is recommended for this purpose covering in detail the following:

A. Analysis of Personal History and Setting of Improvement Goals

- 1. Study of family history and early home environment
- 2. Analysis of contributions of educational training to present cultural status
- 3. Influence of financial conditions on personal history and personality
- Study of condition of health
 Analysis of social adjustment
- 6. Analysis of personality characteristics
- Setting of goals to develop an improved personality

B. Study of Voice, Diction, and Oral Expression

- 1. Cultivation of pleasing tonal quality
- 2. Practice of correct pronunciation and enunciation
- 3. Elimination of offensive mannerisms in speech

C. Improvement of Physical Health

- 1. Choosing a healthful diet
- 2. Getting sufficient restful sleep

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- 3. Establishing habits of cleanliness
- 4. Care of hair, skin, and hands
- 5. Use of cosmetics
- 6. Establishing good posture habits

D. Study of Business Dress

- 1. Type of clothes suitable for business
- 2. Choosing becoming attire
- 3. Good taste in style and line
- 4. Appropriate accessories and jewelry
- 5. Keeping within a budget

E. Study of Business Manners

- 1. Relations with other employees
- 2. Relations with employer
- 3. Relations with the public

F. Seeking Employment

- 1. Planning a "campaign"
- 2. Preparing for the interview
- 3. Behavior during the interview

The following personality chart gives the individual an opportunity to judge herself with regard to qualifications for office work.¹

Business relationships are increasingly requiring persons of intelligence, poise, dignity, self-reliance, and industry who can perform responsible jobs in a considerate setting.²

PERSONALITY CHART

I. Appearance

- A. Wearing Apparel
 - 1. Coat or suit
 - 2. Dress
 - 3. Accessories
 - 4. Hat
 - 5. Shoes
 - 6. Jewelry
 - 7. Restraining garments

B. Personal Grooming

- 1. Hair
- 2. Skin
- 3. Brows
- 4. Teeth
- 5. Nails
- 6. Makeup

C. Posture

- 1. Carriage
- 2. Walk
- 3. Hands

II. Speech

- Speech A. Voice
- 1. Timbre
- B. Diction

Vocabulary

III. Health

- A. Vigor
 - 1. Energy
 - 2. Stamina
 - 3. Emotional Stability

IV. Attitude

- A. Toward the Job
 - 1. Alertness
 - 2. Enthusiasm
 - 3. Objectivity

¹Reynolds, Helen, "How To Get An Office Job,"

The Business Education Digest, Vol. 2, No. 3, Oct., 1938,
p. 19.

²Hatfield, E. E., "What Businessmen Think About Office Conduct," The Journal of Business Education, Vol. XXII, No. 2, Oct., 1946, p. 16.

B. Toward Fellow Workers

- 1. Courtesy
- 2. Considerateness
- 3. Co-operativeness

V. Character Attributes

A. Dependability

- 1. Trustworthiness
- 2. Discretion
- 3. Punctiliousness

Explanation

- 1. Of conservative color
- 2. Of conservive cut and color; modish but not extreme as to length of skirt and sleeve and as to depth of neckline
- 3. Immaculate; free from rip or tear; feminine
- 4. Modish and becoming but not rakish or bizarre
- 5. Clean, straight of heel
- 6. Appropriate to the costume; unobtrusive
- Girdle, brassière, etc., when necessary
- Clean, neat, suitably coifed for daytime wear; of natural color
- 2. Clean and clear
- 3. Following the natural lines
- 4. Free from stain

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- 5. Well tended; restrained tinting permissible, if
- Restrained; suited to daytime wear and to one's natural color
- 1. Body erect; shoulders back
- 2. Toes in; step light and springy
- 3. Quiet; avoidance of swinging in wide arc on walking
- 1. Pleasant; well modulated
- 1. Clearly enunciated; restricted to accepted usage; absence of slang or colloquialisms
- 1. Acquired by balanced diet, rest, and recreation
- 2. Giving capacity for sustained effort
- 3. Self-possession and control under ordinary circumstances and under pressure
- 1. Indicating an intelligent curiosity
- 2. At all times
- 3. Ability to view the job as dissociated from personalities in it; ability to accept criticism and praise constructively
- 1. Under any and all provocation
- 2. Of the opinions, preferences, idiosyncrasies, and limitations of others, with disregard for idle
- 3. With subordinates and superiors
- 1. In one's entire professional relationship with fellow workers; in one's willingness to "follow through" a piece of work to its satisfactory conclusion
- 2. In the handling of confidential information
- 3. In the carrying out, without supervision, of company rules and regulations

It is appalling to think that thousands of young people are being graduated every year from our schools, utterly lacking in charm and personality. Yet, recent surveys, made among business men and personnel managers, point out with a definiteness that cannot be overlooked, the increasing importance accorded favorable first impressions made upon the interviewer.3 Secondary school graduates are not able to demonstrate their mechanical skills, because they fail to create a favorable impression in the preliminary interview.

Why must personality be developed? Personality must be developed because man is a social being, destined to work out his salvation among, and in harmony with, other

²Gibson, Jessie J., "The Purchasing Power of Personality," Journal of Business Education, Vol. XIV, No. 1, Sept., 1938, p. 9.

human beings who have equal rights, duties, and ambitions.

Personality must be developed in order to aid the youth in finding a position or to obtain a better one for which he is qualified. Success is based primarily upon two things: (1) the impression one makes upon people with whom one comes into contact for the first time; (2) the degree in which one builds upon, lives up to, or falls short of the original impression one has made.

The three channels through which one makes first impressions and the faculties or qualities which enter directly into the making of those impressions may be summarized as follows:

Physical Impression

That which people gain through their eyes -made by appearance and health.

Mental Impression

That which your strong personality makes on the other man's mind without any conscious effort on your part - made by mind qualities (fearlessness, self-confidence, ambition, will power, concentration, and sincerity). Conscious Impression

That which one makes by deliberately exercising certain acquired powers to influence in one's favor people with whom one comes in contact - made by one's use of memory, tact, initiative, suggestion, interest, reliability, and effective speech.

The whole experience and life of a man are woven into this interesting and functioning attribute which we call personality. The general impression one makes upon the people with whom one comes into contact is simply the outward expression of one's inner life.

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Non-Euclidean Geometry

Sister Noel Marie, C.S.J. *

Teachers who are particularly intent upon presenting a complicated unit or a difficult phase of subject matter in a lucid, attentioncompelling manner frequently lose sight of their general over-all objectives. They do not see the forest for the trees. Teachers of mathematics fail in this, especially, when teaching high school geometry. There is something so challenging in the need of a well-planned, logically presented explanation of geometrical truths and methods that a teacher will become absorbed in developing technique and will neglect the background necessary for a proper perspective of all mathemetical truths.

How many students who have satisfactorily "passed" geometry realize that the work of Euclid is not the only accepted geometry; that, although it reigned supreme for two thousand years, there are other geometries equally as logical; that, while Euclidean geometry served some purposes, it is no longer accepted as an absolutely true description of physical space.

It is evident that a lengthy explanation of

non-Euclidean geometry is not practicable in a high school course in geometry. The background of the subject is, however, both interesting and instructive. Euclid's fifth postulate, which modern textbooks state as, "Through a given point only one straight line can be constructed parallel to a given line," is a famous one in the history of geometry. Mathematicians were not content to accept this postulate as self-evident but neither were they able to prove it as a proposition deducible from other postulates. Euclid, himself, did not seem to consider it as fundamental as his other postulates as he postponed its use as long as he could.

In 1733 an Italian Jesuit, Saccheri, in attempting to prove the fifth postulate by the method of reductio ad absurdum, actually developed a body of theorems of non-Euclidean geometry. He did not realize that he had made a substantial advance in mathematical science nor was his work recognized until late in the nineteenth century. A hundred years after Saccheri's writings, it was definitely established that Euclid's parallel postulate could not be proved on the basis of the other postulates.

^{*}College of Saint Rose, Albany, N. Y.

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At that time two men, J. Boylai, a Hungarian, and Lobachevski, a Russian, working independently of each other developed "hyperbolic geometry" which was equally as logical as Euclid's but which did not include the parallel postulate.

Lobachevski assumed, instead, "Given a line l and a point P not on l, there exists at least two lines through P parallel to l."

In 1854, a German mathematician, Rieman, suggested a third possibility for a parallel postulate, namely,

"There are no parallel lines."

Again a valid geometry, known as "spherical geometry" was built using this instead of Euclid's fifth postulate.

Can we say that any one of these geometries is more correct than the other? No, for each is logically consistent. We can see that while Euclidean geometry is more convenient in elementary applications of mathematics, a non-Euclidean geometry served as a basis for Einstein's theory of relativity.

Of great importance is the fact that the invention of non-Euclidean geometry focused the attention of mathematicians on the nature

of pure mathematics and of applied mathematics; of pure mathematics, an abstract mathematical science and of applied mathematics, its concrete interpretation. It had been believed that Euclidean geometry was not only logically consistent but also that it gave an exact account of physical space. Now it was seen that it is only one of many possible ways of considering space. It had been believed that Euclid's axioms were absolute truths. Now it was seen that they are merely assumptions, that the propositions deduced from them are valid if they follow the laws of logic. Other geometries based on consistent axioms are equally as true.

In 1909 Felix Klein advised, "Every high school teacher must of necessity know something about non-Euclidean geometry, because it is one of the few branches of mathematics which, by means of certain catch-phrases, has become known in wider circles and concerning which any teacher is consequently liable to be asked at any time." How much more appropriate this advice is today when scientific and mathematical advances are followed eagerly

by even the uninitiated.

Teaching Poetry in High School

James E. Milord

Teaching may be called a tradition ridden profession. The curriculum is handed down to us by the generation immediately before and its subject matter has a liturgical pattern of its own, put together by the masters of vesterday. In justice to our predecessors, we must admit that this liturgy, this catechism, is the cumulative effort of undoubtedly the best minds of the time. There is no quarrel on the matter of the scholastic worth of this tradition. But in the process of heritage there occurs an interim of radical, almost catastrophic developments, developments which enter every field of education and life. Changes are brought about by new sociological ideas, new conventions, new modes of living, and all the other innovations brought to us from age to age.

Today these traditions are a hindrance to progressive education. Fuller and richer development of eager minds is clouded by the precedents of another generation. Few subjects escape the sacred pedagogy of the past. It is indeed an enigma why one of the noblest fields of all, poetry, should be subjected to the worst repression. Ironic indeed is the exultant praise of poetry and the casual glossing of its contents.

Poetry is simply an abstraction for most college students, let alone for high school pupils. The teaching I received was hopelessly inadequate toward inculcating a real love of the art. Were it not for the efforts of a fellow student, who inspired me to search into poetry, I would today be missing one of the greatest

of all aesthetic joys and the best means of creative expression.

A number of factors contribute to the soft pedal attitude toward poetry. Tradition has left teachers with many lamentable convictions that in turn affect their process of education. The faults of a poetry course today in general come under these four heads: (1) undue stress on the unimportant aspects of poetry, (2) hackneyed study of "traditional" poems, (3) lack of appreciative teaching, and (4) lack of emphasis on individual creation. I shall endeavor to discuss these points in detail and give what I consider a method of teaching poetry that is more in keeping with our high Christian standards and ideals.

Stressing the Unimportant

Poetry, as it exists in most curriculums, comes under some branch of a country's or period's general literature. Time and again, I have seen instructors give more than ample time to a novelist, essayist, or biographer and very superficial attention to a major poet. They wasted many precious class hours in discussing irrelevant matter about the poet's life, about the rhyme scheme or what "revered" critics have to say about it. These teachers forgot, as many are forgetting now, that the chief purpose of the study of poetry in high school has to do with understanding and appreciating the poems themselves, not a lot of facts about these poems or their authors and certainly not with the judgment of critics. Professor Fairchild tells us that ". . . to cultivate our musical taste, we must hear good music: if we wish to understand and enjoy painting and sculpture, we must see good painting and sculpture; if we wish to enjoy good architecture, we must see building of artistic construction; if we wish to understand and appreciate poetry, we must read and study poetry, not books about poetry, The teacher who succeeds in bringing home to a pupil some adequate measure of the inherent beauty, delight, and charm of a single great poem, be it Michael, Andrea del Sarto, L'Allegro, or Macbeth, has done infinitely more for the pupil than if he sends him out with an encyclopedic knowledge of the facts of literature from Beowulf to Robert Bridges. The pupil who, in some adequate measure, has been made sensible of the beauty, inspiration, and power of poetry; who has been led to feel the awakening and liberalizing effect of a single great poem; who has learned not merely to talk about poetry in the classroom but to read it with delight in his leisure hours, has learned the secret of literary appreciation. No teacher can bestow a finer gift."1

The ultimate criterion of a poem's worth is not what other people like or dislike but what you and your students derive from a poem. The crucible test of poetry is the reader not one who reads for him. But would not this type of care-free class procedure of each individual setting up his own criterions prove disastrous? Would not many students be deprived of something worth while? Would not the course be totally lacking in purpose? These arguments hold weight only in the light of tradition whose shackles we hope to break.

First of all, the class does not become "carefree." The intrinsic qualities of poetry are such that riveted attention is necessary to understanding. The student cannot set up a criterion if he never reads or studies a poem. The teacher, therefore, will see to it that these requisites are present. The second objection, that many students would be neglected, is groundless. I contend that all normal students have a native imagination capable of some stimulation and would benefit from some type of poetry, be it the lofty singing of Browning or the homespun chortling of James Whitcomb Riley. Poetry is so universal that one kind or another of its norms of presentation will be found to delight, charm, and enhance the intellectual life of the reader regardless of his emotional and artistic make-up.

The third objection that the course would lack purpose would hold weight if poetry lacked purpose. It is incontestable that poetry does have purpose and the liking of but a few poems is better than not liking any at all.

We learn in teaching that a system of correlation is inseparable from a standard curriculum. A literature course may call for two, six, or ten weeks on poetry. Let us take note of that word poetry. It does not stand for poesy, prosody, or poetic history. These are mere supplements. The secondary teacher of poetry should teach poetry, first and foremost; and the rest will follow.

¹Fairchild, Arthur H., The Teaching of Poetry in the High School (New York: Houghton Mifflin & Co., Boston, 1914), pp. 90-91.

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MARY'S SLUMBER SONG

Sleep, Thou, sleep, my little one, Lull-a lull-a-by, Rest, my Babe, God's only Son, Lull-a lull-a-by, For Thee heaven is too small, Lull-a lull-a-by, So Thou sleepest in a stall, Lull-a lull-a-by.

Brother Brown and Brother Gray, Lull-a lull-a-by, Keep Thee warm and munch their hay. Lull-a lull-a-by, List Thee, near Thy creatures mute, Lull-a lull-a-by,

Soft sound angels' pipe and lute, Lull-a lull-a-by.

Heaven's sweetest violin, Lull-a lull-a-by, For Thee gentle sleep to win, Lull-a lull-a-by, Cherubs gaze, my tiny love, Lull-a lull-a-by, On Thee from Thy stars above, Lull-a lull-a-by.

Low Thy sweet child-angels sing, Lull-a lull-a-by, Hither come on joyous wing, Lull-a lull-a-by, Now through Mother's veil they peep Lull-a lull-a-by, Crooninng Thee, their God, to sleep, Lull-a lull-a-by.

What is this Thine angels see? Lull-a lull-a-by, God, my darling Babe so wee, Lull-a lull-a-by, What's the joyful news they tell? Lull-a lull-a-by. Heaven's on earth and all is well! Lull-a lull-a-by.

*Good Shepherd Convent, Lawrence, Mass.

Mary's Slumber Song

Music by Sister St. Teresa of Jesus, I.H.M.* Author of Words Unknown



Hackneyed Study Is Disastrous

The student's dislike for poetry in many cases has its origin in his being forced to read poetry that is not suitable to his nature. I can recall how, in the fourth year of high school, our professor bombarded us with "traditional" textbook poems whose themes were much too far to the heavy side. The class, with few exceptions, immediately registered disapproval. Why? It was not because the poems were profound but because we were forced. Art by coercion is as good as no art at all simply because aesthetic appreciation and development is a free, rational process in which the intellect grasps the form, beauty, and integrity of the object and tends toward it with the will. The mind in being forced to art is not free and whatever is learned does not bear the stamp of the intellect's free recognition of the object's worth.

Many lamentable results follow such methods. It is this coerced reading that makes a pupil, under question during a discussion of poetry, extol the poem or poet to the skies, ofttimes in the exact words of his teacher. He is found saying that this work or that work is a "luminary of the heavens" or a "worthy piece from Parnassus"; this poet or that "a choice companion of the Muse." These are nothing but re-echoings, when at the same time the student has seldom even bothered to read of the poet or his works. He is praising art because his teacher praised art. He feigns emotion over some lofty passage because his teacher waxed eloquent over it. Thus poetic appreciation is a rara avis among high school students.

The teacher might in all sincerity be convinced of the poem's worth, its transcendent power, its vast intellectual content, and its fineness of composition but he should remember that there is a considerable age difference between himself and his class. Knowledge presupposes mental growth. Intellectual maturity is reached by development from the lower,

more overt forms of expression to the deeper and more subtle. Some pupils are endowed with a greater keenness of perception than others. While one group will take to one poem and form, others will not. Tradition seldom allows for age difference or mental make-up. The instructor is then faced with the problem: How am I to present a course of poetry to such a class of diverse likes and ranges of thought? The answer is simple: Break with tradition.

This divorce from the past should be approached experimentally. In this experimenting, the teacher should read aloud a varied number of poems. These poems should contain the elements of humor, romance, everyday life, and didactics, and should have a wide range of themes. They should also be chosen to test their variety of appeals of imagery and sound effect. The imagery may have either a simple or an involved description. There may be concrete pictures or abstract personifications, clouded similes or clear meta-

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phors. The sound effect may have refrains, alliterations, onomatopoeia, internal rhymes, vowel or consonant relationships. On all these should the class be quizzed as to their particular likes and the results tabulated. In general, students of high school level rank commonplace and humorous subjects with obvious imagery very high on their list; didactic and romantic subjects with hidden imagery at the bottom. Adolescent nervous energy seldom can appreciate didactic verbosity or subtle romance.

Length is another factor to be considered. Humor is best in brevity and the commonplace becomes overcommon when prolonged. Lyrics of obvious imagery however can go up to a considerable length because they demand little mental exertion. Poe's rule of shortness, whether we agree or do not agree with it for the entire field of poetry, makes sense to high school students.

The comprehension of poetry has a set of difficulties all its own. It is not only the language that puzzles but the emphasis on the figurative. Literal interpretations do nothing but entangle the student in a labyrinth of unoriginal imagery. The teacher should make free and original interpretation an unalterable rule and try to avoid any coercion of likes, even in small things. De gustibus non disputandum est is unquestionably true with respect to poetry.

Lack of Appreciative Teaching

Students in high school today are not immune to the influences of the age in which they live. Some of them are tempted to read best sellers which cater to man's inclination to evil just because others are reading them. And some parents do not edify by their own choice of reading.

The perennial crops of "art" in the array of picture magazines are of such a nature that erotic pleasure seems to be the only result intended. And when these magazines are left to the perusal of growing children many evil habits of thought and action can result. Literature weighs heavily in our lives. Every mind is impressionable and subject to influence. Unless the minds of our high school students are filled with worthy thoughts and sublime ideals through the medium of good literature, there is a grave danger that their minds will fall prey to noxious mental activity. Students who claim that off-color literature has nothing to do with their independent thinking are practicing self-deceit.

In addition to prayer and the sacraments, those who are determined to avoid reading of dangerous literature will seek wholesome reading which will preserve balance of mind and a salutary objective attitude toward life. The imagination, besides being exercised, toughened, and disciplined must be nourished with many interests which serve not merely as an escape, but as a positive means to a useful end, e.g., bettering one's life, developing understanding of people, or expressing one's creative powers. Here is where the teacher of poetry enters into the picture.

It is the province of the poetry instructor to teach the highest of all arts and the best vehicle for creating an endless stream of mental and purposeful images and interests. I say highest of all arts because in respect to their functions poetry is superior to the other fine arts. The poet enjoys an advantage over the musician, whose purpose is to express keen and direct emotion through rhythmical sounds, in that poetry casts a spell of more precise thought along with the rhyme, rhythm, and meter of music. Tennyson illustrates his poetic technique of employing words as if they were notes:

"Sweet and low, sweet and low,
Wind of the western sea!
Low, low, breathe and blow
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, my pretty one,
sleeps."2

Architecture is limited in definiteness of ideas. Painting and color do not afford pleasure to the ear as does poetry. The superiority of poetry springs from its power to express thought directly through words. Words are symbols of ideas and ideas are native to man's rational life. The poet commands the realm of thought which is outside the domain of the brush, the chisel, or the lyre.

The teacher of poetry should be convinced of the superiority of his subject and should endeavor to convince his pupils of it. He should appeal to their adolescent emotions. Surely none but a senseless heart would fail to respond to the poignancy of Longfellow's translation of the "Divina Commedia" or

2"Sweet and Low" from The Princess.

SCHOOL SAVINGS

One very important lesson that every child, youth, and adult should learn is the necessity of budgeting his income, living within his means, and saving for future need.

The school has an excellent opportunity to teach this lesson by co-operating in the sale of U. S. bonds and savings stamps. In addition to the definite personal value to the student, co-operation in this practical means of stabilizing the currency of the nation affords the school a fine opportunity of teaching applied mathematics and domestic science.

Most schools are receiving the School Savings Journal from their state savings bond offices. Another useful booklet issued recently by the education section of the Treasury Department is entitled "Budgeting for Security," for use of teachers in grades 6–12. You can get this also from your state office. A list of state savings bond offices was published in The Catholic School Journal for October, 1947, page 35A.

Poe's "Annabel Lee." No youth, if given the incentives and convictions, could be adamantly opposed to the high romance of "The Charge of The Light Brigade," "Gunga Din," "Sea Fever," or "The Ancient Mariner." These poems have a direct, definite appeal to the spirit of adventure, mystery, and the exotic.

The religious element in poetry also is most important. Themes, like those found in the works of Crashaw, Plunkett, John of Avila, and John Bannister Tabb stimulate the deep emotion of religion within us. It is true that religion is not emotion, but thought in the emotional state moves the will. Thomas à Kempis tells us that to feel remorse is of greater importance than to know just what remorse is. Philosophy is the pillar of religion and yet poetry supersedes it. Father Gillis declares that "the great poets reveal more about life than the great philosophers. We learn more, and more truly, from Shakespeare then from Aristotle, and from Dante than from St. Thomas Aguinas." Philosophers relay their convictions with logical scientific impassiveness, with cold mechanics and frigid abstractions. They lack appeal to the heart. Christ Himself conveyed His ideas and concepts through parables which appealed to the emotions, to the imagination, to the heart. And who are we to better His method?

Yes, if students can be brought to the realization that poetry has power to transcend the earth, perhaps from the sound of children's feet they will hear the beat of the feet of the Hound of Heaven. Perhaps, from the smell of a rose, they may be able to see His blood upon it. Perhaps, from the patter of the rain they will see the tears in His eyes. Let the teacher of poetry appreciate it and live it and his class will grow to do the same.

Neglecting Individual Creation

Teachers will find that even "appreciative" teaching and eulogizing, dissecting and analyzing, drilling and memorizing of the most suitable poems still will find enthusiasm ebbing at times. There seems to be no driving force however compelling the motivation. What can be the cause for this in the light of what has been said? Simply this: Too often do teachers regard their pupils as learners of action and theory and not doers. Sometimes there seems to be a tremendous gap between theory and practice for them when initiating a class into some branch of knowledge.

Poetry is the fruit of a creative spirit and can be fully sensed only by those who view it from the angle of creation. The teacher then will have to buoy up his class by having them create. He should recognize that most pupils have the ability to create poetry but many are inhibited by the fear of apathetic criticism. Otis Caldwell says that students "cannot truly enter into the world's literature except by their own endeavors to write." This might be an exaggeration for some but the productive range of youth is more extensive than commonly believed. John Keats

³Mearns, Hughes, Creative Youth, Doubleday Doran & Co., 1931, p. VIII.

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wrote his "On First Looking Into Chapman's Homer" at 20, Bryant his first version of "Thanatopsis" at 17, and Poe published a volume of verse at 20. Youth should never be underestimated.

There is in everyone of us a vast imaginative power, varying in quality and intensity but essentially the same in each of us. It finds expression in many ways. This concept must be the initial explanation to the class before any creation is undertaken. How do our thoughts come? Where do we get this noble idea or that bit of word magic? Why do we find such ennobling principles in the reaches of our minds? The student must be made to meet these questions and answer them. He will have to come to the conclusion that they stem from an inner self, a conscious activity, in short the soul. And when these workings of the soul come into play and are employed to some utility, the process is a process of creation. In scrawling these ideas down and perhaps revising them at a later date, the student is putting down in concrete his inner self, and seeing himself knows himself, and knowing himself he knows a considerable amount in life.

This process of inspiration is not to be understood as the spirit of a genii, a mediumistic "control" that guides the hand. We are not held in rapport with the Muse. The creation of poetry goes hand in hand with hard work and the teacher should never mince this fact. Genius, it is sometimes said, is 90 per cent perspiration and 10 per cent inspiration. The condition of hard work will be greatly lessened if the teacher will be sympathetic to the student's efforts. Unquestionably, the first verses will be awkward and lacking in rhythm. Harsh or undue criticism might quench the fire of real artistry and must be avoided. If student attempts are to be analyzed, they should be done so with appropriate tact and encouragement. To expect flawless verse after a few words of praise or encouragement indicates a poor insight on the part of the teacher. Following these few rules, the teacher of poetry may assure himself that he has furnished the raw material for building a veritable empire of eternal and temporal values.

The Rewards

To live up to his high calling, the teacher of poetry must have the courage to break with the trammels of the past and literally teach poetry, not its accessories. He must develop a foresight into student likes and endeavor to find purposeful and highly emotionalized poetry which parallels the moral, social, and religious levels of his students. It will be his duty to convince his pupils of the superiority of poetry as an art. He will try to engender the causes for creative writing and to light the flambeaus of adolescent minds, and even if they never become expressed poets later on, "they will," William Braithwaite tells us, "become possessed of that culture whose spirit is poetry. . . . "4

The true teacher of poetry then has cer-

tainly a tremendous job on his hands. A job that will involve nights and days of detailed study and investigation. A job that will entail stableness of mentality, for poetry is an emotional discipline and demands a higher and fuller exercise of our faculties than any other pursuit mentionable. It demands moral standards which are more refined than those consistently found in life. It calls for sustained effort. It is a capital error to read only what pleases, and the poetry teacher will have to develop accuracy and thoroughness of thought. Self-indulgence, immediate sense pleasure, mental shallowness and superficiality will destroy his immediate and ultimate appreciation for the fine things which poetry invariably

Learning, said Aristotle, is painful and he seems to have said that especially for poetry. Therefore, the path will not be primrose but full of tempting exits and bypaths. These must the instructor of poetry avoid. His destination is greater than immediate compensation. The teacher of poetry adds enjoyment to life; for its central theme is the happiness of man. To teach poetry is to provide storehouses of wisdom. To teach poetry is to make our senses of good unfathomable. To teach poetry is to enable minds to grasp eternal verities. To teach poetry is to invite our pupils into the uncommon realms of life wherein are revealed to the mind's eye the laws of personality. All this is the arduous but noble work of the teacher of poetry.

Encourage Scientific Talent

Sister M. Regina de Lourdes, J.H.M., M.S. *

"From the earliest records of mankind to the events recorded in the radio programs and daily papers of our time, science occupies an important place in the life of every man. He may not know it, he may even deny it, but today, as ever, we live in a world that science makes."1 To further substantiate this, let us consider the following figures taken from the report of President Truman's Research Board:

"The distribution of scientists changed like this between 1937 and 1945: In government from 14,000 to 35,000; in industry from 22,-000 to 57,000; in colleges and universities from 35,000 to 36,000.

While the demand for trained men and women has risen, yet the number of science students has increased very slightly. Why? Is it because the youth of today is less gifted, less talented? Or is it because we teachers have failed to impart a love for science, a desire to know the why for many things? The answer to the first is obvious. The students of today are not less intelligent, less gifted, or less ambitious; but the students of today, due to the changing world in which they live, need more direction, more encouragement, greater incentives to speed them on. Since in many cases indifferent parents take no part in this responsibility, the burden falls on the teacher. If trained men and women must be replaced and the home has little interest, there is no alternative.

No one is capable of doing everything, but there is usually something that each of us can do better than anyone else. The task of the teacher then is to try to find this talent and direct it where it will bring the greatest results to the student and indirectly to all mankind. This desire to help others goes back many centuries. Watson Davis tells us something about its origin in the following:

The Search for Knowledge "Have you ever paused to consider why the Occident has, during the past two or three centuries, come to dominate the world? You may remember that at the time of Marco Polo under the great Khan of China there flourished a civilization more powerful and more refined than Europe could boast. Somehow there arose in the West the ardent desire to know. Henry of Portugal, and Columbus of Genoa, following Polo's example, went out to explore the world. Leonardo and Francis Bacon and Galileo sought to learn the hidden nature of things that they might enlarge the bounds of human empire. Newton and Lavoisier, Franklin and Faraday, Henry and Helmholtz - these men of science opened up a vast new world."2 Added to this renowned group we find Mendel, Edison, and Westinghouse benefiting mankind because they too had the desire to know. Equally famous are the Curies. Little did they think that the world today would face a crisis due to their discovery. "Although science has been affecting life and living since the first scientist came to a conclusion, yet never before in our lifetime have we witnessed the universal, sudden, shocked awakening of such great numbers of people, who now ponder the effect of science on their lives."3

We have reached the crossroads now. Along one, science destroys and along the other science preserves. On the former the terrific atom bomb marks the highway and on the latter the promise of unlimited energy - far more than falling water, oil, coal, or wood can produce. This double aspect of things scientific forces us to educate all our citizens. This start should be made in the high school. Since the desire to know is implanted in all, surely

^{*}St. Hubert's Diocesan High School, Philadelphia, Pa. 1"Great Moments in Science" — Radio program, Oct.

²Watson Davis, "Living in a Scientific World," *The Chemistry Leaflet*, May, 1942.

³Paul F. Brandwein, "Time for Change," *Yearbook*, 1946, National Science Teachers Association.

it is likewise in our pupils. Their minds are open, they are inquisitive; therefore, they should be fertile soil for training.

Many Potential Scientists

Now you ask how can it be done. Initiative and resourcefulness in our students are frequently only dormant, merely waiting an awakening impulse. To supply this impulse, organize a science club. In the club only interested pupils will be found and, because their numbers are few, individual help from the teacher is possible. The students' interests are learned, their possibilities are discovered, their special aptitudes are brought out. Here also the duller student gets an opportunity to contribute. For instance, in the identification of specimens, one student can identify them, another can print the material, and a third can mount the information. The last requires little intelligence but it instills the idea of importance. Today the club, the field trip, and other extracurricular activities have become so widespread that they are accepted as symptoms of good teaching. The science teacher knows he is successful when pupils crowd to his demonstration table with ideas and suggestions for further investigation. Here also interest in several forms of activity is developed and encouraged. Recently it has been stated that a really successful scientist is one who has learned to get along with people, one who is a social and political being as well as a scientist.

If lack of time or other circumstances, such as lack of space, materials, or equipment, make the club impossible, another means of encouraging initiative presents itself in demonstration periods. When these occur, for instance, in the electrolysis of water, the ionization process, or the preparation of the halogens, the students in turn should be responsible for setting up the apparatus before class. If guidance is needed, it can be given. It is surprising how few really want help. Most of them desire to do it themselves and in most instances they are successful. In doing this, they learn not only the setup, but also the reasons for the different pieces of apparatus. Here, also, is an opportunity to reward the duller student. In theory he plods with little success but he feels, now in one point at least, he has conquered. A sense of responsibility and self-confidence is built up.

Let Students Experiment

Another procedure which tends to bring initiative to the foreground is the laboratory experiment by the individual student. Many favor the demonstration method. Since there are points to be said for and against both, we will not discuss them here. There are many experiments where it is possible for the teacher to observe carefully the student's method of attack, the actual working, and the conclusion. Such experiments are the distillation of water, made impure beforehand, the tests with hydrogen sulphide, the flame and borax bead tests, the ionization process. These give the student an opportunity to prove his ability. The chemicals are not dangerous, yet



- Maloney in The Tablet, Brooklyn, N. Y.

he must work accurately, carefully, and perseveringly if he is to obtain results. It is one thing to learn that potassium compounds yield a violet flame, sodium a yellow, etc., but to be given unknown samples which have been carefully coded by the teacher and to identify them correctly is quite another. Does he recognize what is present in the distillate and what has been removed? Laboratory work is essential. "Individualized laboratory work has not made progress in recent years. This is a serious matter. It is especially serious in an atomic age, which must rely upon schools for most of the general education of its citizens. We can afford to lose much of the subject matter and content now present in science textbooks and syllabi. We cannot afford to lose the experimental approach in solving problems. Only in and through the laboratory can we develop in individuals that desirable attitude which tends to base belief and conviction upon an evidence-gathering process. If, then, we abandon individualized laboratory work, we shall succeed in cutting the heart out of the contribution which science can make to general education."4 If we limit laboratory opportunities we are definitely denying to youth adequate learning experiences.

Everyday Science

Still other procedures that will stimulate scientific interest may be found in questions which correlate the particular unit with everyday living. For instance, in studying energy, we may select one like this: Does the toast one has for breakfast possess potential energy, or how does one proceed to separate sand

'Morris Meister, "The Problem," Yearbook, 1946, National Science Teachers Association. and sugar, or we may even take an historical background: Sir Walter Raleigh is said to have made a wager with Queen Elizabeth that he could tell the weight of smoke by weighing a pipe filled with tobacco, smoking it, and weighing the pipe again. Another example linking science and living comes to us from 1898, when Sir William Crookes gave a pessimistic lecture in which he predicted a food famine when our nitrate supplies were exhausted. These and many, many others may be found. The responses are interesting and the students are learning.

Finally, interest of even the dullest pupil is obtained by the use of films and other visual aids. Many of the films portray the humble beginnings that some of the great men of science have had. In "Unfinished Rainbows" Charles Hall is shown as an ordinary young man with the virtue of stick-to-itiveness. His workshop was an abandoned barn and his inspiration was the desire to aid mankind. Charles Acheson in "Manufactured Abrasives" began in one room with a small bucket and one carbon rod. Today the abrasive industry is one of the largest and most important. No one has more international fame than Henry Heinz, yet the famous "Fifty-Seven" began in his own kitchen. These and similar films prove to the students that all great men became so from hard work, willingness to know, and an unwavering resource-

Catholic Scientists Needed

Interest created in high school often wanes after leaving. Time and money present obstacles. Scientific training requires from five to six years after the completion of high school. For many students this makes further study impossible. Financial help seems out of the question. At the present time, however, many colleges and universities are sponsoring projects for the talented youth.

Here our Catholic colleges have an allimportant part to play. Today scientists throughout the world are numerous, but the number of Catholics to be found among them is few. A rather long quotation from a prominent Catholic of Philadelphia seems to justify this statement.

"In an era when it is self-evident that the material destiny of our civilization, and to no small extent our religious and economic freedoms are dependent on the motives which regulate and control the end uses of technical and scientific information, it is a dreadfully serious situation to find that there are at least one hundred non-Catholic scientists to every two Catholic scientists of equal prominence.

"Imagine what would happen to our world, to our economic and religious freedoms if the brain power which is capable of controlling the application of atomic energy should become almost exclusively or predominantly anti-Christian. In our twentieth century, the Russians have become captivated by the slogan 'Science is power.'

"It is of the utmost importance now that members of the Catholic faith should by their H pag

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e - numbers, and by their academic abilities, foster and have a voice in the progress of the sciences.

"All knowledge comes from God, and as Leonardo da Vinci, one of the greatest Catholic scientists of all times, has warned 'Science without religion is a ship without a rudder.' In all history, there has never been a more critical demand or need for Catholics to contribute more than their share by providing science with the rudder which will steer it to

the sole end of its justification, namely, the greater glorification of God."5

Surely these thoughts should move all of us to nurture the seeds of science just waiting for the sunlight of an enthusiastic teaching corps to bring the inventive and ingenious minds of an inquiring youth to the deserved end of a truly Catholic scientific world.

⁵O. A. Battista, "Catholics and Science," The Catholic Educational Review, Feb., 1948.

Helmsman, Faithful on earth Hirelings, Surreptitious seducers of men Incense, Prayer Jewels, Stability Keys, Prayer unlocks heaven Lamb, Jesus full of meekness Leprosy, Sin Lily, Purity Mote, Rash judgment Mustard seed, Growth Net, Words of the Gospel Olive branch, Peace Palm, Victory of the just Pelican, Christ Phoenix, Resurrection Red color, Love and sacrifice Rose color, Joy and pleasure Rock, Sinner hardened in sin Salt, Wisdom of faithful souls Serpent, Evil spirit Sheep, Human members of the fold Ship, The Church Staff, Sign of God's protection Storms, Tribulations of life Sunflower, Religious obedience Sunset, Ripe old age Tree, Cross of Calvary Violet color, Penance and humility Vine, Our Lord Weeds, Men of frivolous decisions Wheat, Words of Christ White, Purity

Hart, Soul longing for Christ

Hearth, Temperance

The above could be used as a very interesting project during a class in religion. A study of the Bible or the Gospels could be undertaken, and the quotations containing the desired symbols could be jotted down and discussed. If time does not permit this, the students could be encouraged to list as many symbols as they recognize while the Epistles and Gospels are being read on Sundays. Within a given time the lists can be compared. This would encourage better attention and concentration during the readings of the Gospels and Epistles.

Winter, The night of old age

Yoke, Submission

Woodpecker, Satan picking at souls

Symbolism in the Church

Sister M. Wilfrid, O.S.F.

History proves that not only Christians but pagans and Jews made frequent use of the manifold symbols in their own specific rites. Although the Christians adopted many of the older symbols used by the pagans, their meanings and interpretations were quite the opposite.

If the pagans drew the figure of a fish upon the wall of a house, that indicated that a funeral banquet was being held within. This same pagan symbol drawn upon the home of a Christian meant that the holy Sacrifice of the Mass would be offered in that respective home during the course of the night. From this it becomes quite evident that the early Christians not only borrowed pagan symbols for some religious lesson, but they also used them to advantage for other very practical protective measures.

The Old Testament is full of symbolism, for symbols appeal to the senses as well as the intelligence of man. Our Lord found fertile soil in the souls of men while teaching by means of parables and all the adjuncts so rich in symbolic interpretation. Yes, symbols became living realities.

Look at our Lord's psychological teaching. He drew so many interesting lessons from nature in an effort to prove to man that one cannot concentrate upon the beauties of the earth and creation without being able to draw some knowledge of God's love. There was no greater teacher than Christ who knew all the rules of pedagogy. His one aim was to have His listeners understand His spiritual teachings. His presentation was planned so He could lead his audience from a known truth to the unknown. Because He realized that divine truths are too superior, spiritual, and beyond the easy grasp of the human senses, He used symbols most freely to convey His ideas.

The following is a partial list of the many symbols used over and over again in the Church.

Anchor, Symbol of hope Ants, Well-planned industry Autumn leaves, The fall of life

*Sisters of St. Francis of Assisi, Milwaukee 7, Wis.

Balm, Goodness Banquet table, Heaven Bees, Zeal for others Black color, Mourning and sorrow Blue, Truth and fidelity Bread, Spiritual food Bruised reed, A humble soul Candle, Human life Cedar of Lebanus, Progress in virtue Chalice, Bitter sweets of life City on the Hill, Church of Christ Cross, Miseries of life Cockle, Wicked people Darkness, Man living in ignorance Dove, Purity and peace Dragon, Satan Eagle, Swift flight in virtue Elm tree, Rich aiding the poor Eye, God's omnipresence Fire, The Holy Spirit Fish, Christ Fishers, Seekers of souls Fountain, Christ, Treasure of all graces Frankincense, Emblem of prayer Girdle, Self restraint Gleaning, Humility Good Shepherd, Christ Grain of wheat, Christ's teaching Green, Hope Gold, Joy and glory



Personality Charts by Eighth Graders

Submitted by Sister Hugo, O.S.B., St. Joseph's School, Mandan, N. Dak.



The lily is symbolic of Mary's pure heart and the fact that I am a sodalist. The staff and notes indicate that I am fond of music and that I play a clarinet. The blocks and Jack-in-the-box say that I want to work in an orphanage as a lifework. The pail and mop symbolize my pet peeve—scrubbing floors. The megaphone tells that I enjoy cheering on the St. Joseph's Cheer Leader team. The books are indicative of my big hobby—to read stories of career and biography.—Ardis Fleck.



The triangle symbolizes my Catholic religion. This is also expressed by the symbols for Father, Son, and Holy Ghost. The triangle is cen-

*St. Joseph's School, Mandan, N. Dak.

trally placed to show that my religion permeates every phase of my life — football, basketball, baseball, pool, archery, tennis, music, swimming, boating, and fishing. The radio shows that my dad's occupation is radio. — Thomas Pfenning.

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The Greek letters stand for Jesus and my religion. It is centered in the middle and around it are my other interests. On the top is my favorite sport—swimming. The boy in the picture is diving off a springboard illustrating a jacknife and will later straighten out and plunge into the water. On the left-hand side are my other favorite sports—football, basketball, and baseball. On the right-hand side is my piano studies. On the bottom is my favorite pastime—art. Around the illustration of religion are some other interesting things I enjoy—typing, literature, studies.—Larry Tavis.



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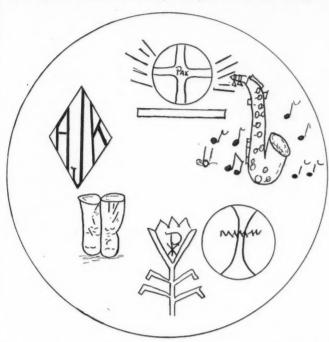
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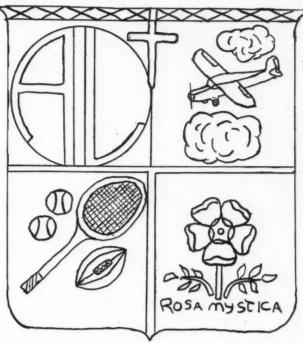
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The first circle shows that I am a Catholic and an American. The second shows my hobbies—music, swimming, and skating. The third circle shows my favorite sports—football, softball, and basketball. The fourth circle shows what I want to be when I grow up—a scientist. The small central circle is my monogram.—Lorraine Stumpf.



The Pax is symbolic of the priesthood. If I can I would like to make that my vocation in life. The saxaphone tells of my most interesting pastime. The basketball tells of my most interesting sport. The lower

lily tells that I am a sodalist and a prefect of the Sodality here at St. Joseph's. The boots suggest that my father is a shoemaker. — Arthur Kautzman.



The cross indicates that I am a Catholic. The A L is my monogram. I am much interested in aviation. The sports I particularly like are tennis and football. The Rosa Mystica is expressive of a great opportunity given me this year—that of becoming a Sodalist.—Arthur Link.

Vitalization of Teaching by Means of Art Sister M. Christina, R.S.M. *

Why not use art as a device as well as a study in itself when teaching? It arouses interest and by means of it we attempt any suggestion that will aid in holding children's attention. If interested, a child will work, as he needs only someone to touch his imagination, to stir his ambition, to make him want to learn.

The wise teacher is the one who makes use of "Art Opportunities" every time that they present themselves. Knowledge and skill acquired by self-activity are retained as the child is exercising his own individual faculties.

Real teaching is 90 per cent enthusiasm. Animation with this spirit means an abundance of love and joy in the work for the soul of the child. As far back as 1749 Benjamin Franklin advocated the teaching of art. It first made its appearance as early as 1812 in industrial centers. This led to its introduction into the public school. In 1820 it was a required study in Boston. The state of Massachusetts was the

first to demand its use. Permissive in 1860 it was mandatory in 1870. Commercial needs of color, design, and style were determining values of articles; but the aesthetic sense, too, was involved to further enhance the fascination of the subject.

The history of drawing in public education has been such as to create a "tradition" that it is a special subject in the sense that it is possible of attainment only for those who have a special talent and that it has value only for those who may later have occasion as artists to use it. This "tradition" has tended to take vitality out of the instruction given by grade teachers because they feel that drawing is neither possible nor worth while for the larger number of children. This is fundamentally "incorrect" and it is possible for all of the children, not on a basis of training artists, but rather that the child may live a normal life in modern civilization.

The art that is produced even in the lower grades should grow out of the children's needs either in or out of school, or out of the needs

of other people. Art must not be looked upon merely as a pastime.

In primary work, especially, art can be correlated to the best of advantage to both teacher and pupil. Little tots have every possible chance to make pictures; even in arithmetic the child can express his counting and adding ability by means of art. Children need very little help to express themselves; in fact, small people are better when they are left alone. Read, "Art Highly Correlated" by Sister Mary Fredericka, O.S.F., in THE CATHOLIC SCHOOL JOURNAL, May, 1948. This article most clearly describes "Vitalization of Grade Subjects by Means of Art" in the primary grades. It is understood that technique in this section is not stressed. After this stage the children begin to realize that they want their individual creation to look like the natural

Planning the art work is necessary in order that the class may have the practice on the various units of art; the correlation then with the grade subject has absolute value. A "one-hour-a-week" period isn't enough; therefore, planned correlation extends time on the art and puts vitality into all instruction. What could be more profitable!

Generally speaking for the upper grades, any grade teacher perceives there is no lack of correlation in religious, historical, and geographical material of grade lessons. English

^{*}Convent of Mercy, Honesdale, Pa.

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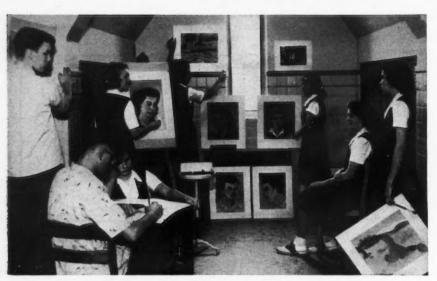
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Artists' Corner at Lourdes High School, Rochester, Minn. Several students are arranging an exhibit of work done in class while others are finishing portraits from models.

literature can be illustrated, perhaps less can be offered for grammar, arithmetic, and spell-

Children do not need to be "born artists" to express themselves through art. The teacher can kindle the imaginative powers of a child through questioning so that he draws upon his stock of experiences. Any drawing at any time is never wasted. Facility comes only with practice.

Religion

For example, the study of the sacraments offers many suggestions. Using the chalk alone catches attention. Take baptism: it reminds one of the baptismal font, the candle, a person pouring water on the head of the child, or just a simple sketch of a small church to remind the child that the body becomes the temple of the Holy Ghost at baptism.

Necessary explanations of the sacrament can make the above ideas usable; in fact a designed cover for a booklet can be adequate for enclosing a written composition on the sacrament. The spiritual and the supernatural are the greatest need of the world today and our art activities partially fulfill this need not only for the child as he produces the work, but for all those who see it or use it. What a marvelous inducement to put more art into our work!

Geography

This subject makes one think of land and water forms, maps, silhouettes, or sketches of people, their customs, and occupations. For instance, studying China recalls location, provinces, mountains, desert, rivers, houseboats, pagodas, jinrikishas, etc. It surely is possible to find time for a map and at least one of the other items. The sand-table project implies art needs, this, or a landscape decoration at the top of the blackboard, the Sahara Desert scene of the Nile River, Arabs, camels, oases, palm trees. Making these things sustains that much needed interest. This is vitalization!

History

Correlated with geography, history may point out early settlements of people or trace a military campaign; to do this the pupil may make maps which are best for visualization. A student may be interested in drawing but may have little interest in history. With a chance to illustrate his history lessons he may overcome his dislike because of the correlation of the two. Reality necessitates a vigorous and vivid use of the imagination; hence drawing is one of the means to this end. The Home of Lincoln, The Indian Scout, The Covered Wagon are familiar to all. There are many of the same items that will stand sketching whether they include ships, homes, people, customs, etc., all helpful in history.

English

English literature gives a chance to illustrate characters from favorite stories or certain scenes in them. Here, too, lettering and designing covers for compositions fill a teacher's need at times. One may try explanation of rules in grammar by using sketches similar to what is found in Voyages in English by Campbell and MacNickle, a popular school

Spelling

This may include graphs showing progress or illustrated games.

Arithmetic

A graphic representation in analyzing a problem usually will insure an accuracy of reasoning more than any wordy explanation; in fact, the explanation that is brief and to the point is best. The mechanical type of drawing is needed in this subject. There is something tangible in its use that readers satisfaction; of course, some of the fraction work can be taught by drawing of the pictorial type.

Since teachers alway seek devices to arouse

the class, what could be a more beneficial device than art. Teachers may say that they have no talent, but talent isn't needed to teach the rudiments of drawing. Yes, it helps but one can manage without it.

Drawing is a better vehicle of expression than language. A reader can get to the heart of the news in less time by following the cartoons of a good newspaper than by reading editorial columns. What holds true for cartoons holds true for all art. It expresses volumes that can be gleaned at a glance of the eye. In the first place, it is more graphic, that is, it shows the meaning more quickly and clearly. Drawing appeals directly to the instinctive capacities of young people and is one of the very best means of securing motor control.

Through art an appreciation of what is good taste in surroundings and personal appearance may be gained and may guide judgment in everyday matters. Working along these lines develops love of what is beautiful. In art we have the fusion of all subjects into an organic whole. It is one of the evidences of a people rising to finer levels of living and it is also true that, if left to themselves, the rank and file of the people seem to have very little interest in beauty. The love of art is due to education and culture. The practical value of art lies in its contribution to a cleaner, more thoughtful, and more self-respecting attitude toward life, so that we are brought to the realization that morally and scholastically it is good and all good leads to God.

Vitalizing subjects then by means of art will doubly repay any efforts we may use. Therefore, be alert to make use of every chance to vitalize the teaching of every grade subject, and borrowing the words of Rev. Felix M. Kirsch, "Don't let art be like the book straps on a student's books."

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DP Professors in America

The War Relief Services of the N.C.W.C., in co-operation with the Catholic Commission on Intellectual and Cultural affairs, has developed a program for the discovery and engagement by American Catholic institutions of professors located in Germany's displaced persons' camps. The first three, all Lithuanians, to be brought to America are Prof. Antanas Gylys, who joined the medical school of Loyola University of Chicago; Prof. Viktoras Jasaitis, now of Quincy College's chemistry department; and Rev. Antanas Sidaravicius, a member of the philosophy department at Briar Cliff in Sioux City, Iowa.

Christianizing Geography

Sister M. Roberta, O.S.F. *

Not by chance, or the so-called forces of nature did the world come into existence, but out of nothing, God, by His almighty power created this masterpiece of matter, life, and spirit. In the beginning all the material was in a state of confusion but in the space of six periods of time, God brought forth the wonderful order and harmony at which we never tire of marveling - the snow-capped peaks of the Alps; the beautiful colors of the Colorado canyon; the power of Niagara Falls; the vast expanse of the ocean. The whole earth was then in its magnificence, abounding with life on all sides, but the work of creation was not yet complete. God was to give to this glorious world a master. So man was created. Man was made the steward of this wonderful creation we call the earth. The earth with all its treasures of wealth and beauty was given to man for his use. This is the study of geography -- true geography -namely, the study of this gorgeous earth and the people who were made its stewards by the Master Designer, God Himself.

In the past we have made the study of geography very materialistic. The powerful exploiters were made the masters, forgetful that they were God's stewards of mundane treasures and that on the day of reckoning they would have to render an account of their stewardship. The strong have often forgotten that the earth is God's gift to all, both strong and weak, large and small. It was made by God for Man's home while working out his eternal destiny. How much beauty and love of God we could put into this study of the earth and its treasures which we use in our daily lives. The daily gifts of air, coal, gas, oil, plant life, and the animal kingdom come from His hands. They are gifts of God to all men, not to just a few who would use the earth for worldly gain alone and not as a

steppingstone to God Himself.

The evil of our day is the growth and spreading of materialism. In the teaching of geography we have a marvelous opportunity to teach our children to use the earth and its precious gifts as helps to love of God while using them for material needs from the hands of a beneficent Father. Teach them to see the love of God in the use of wood, coal, gas, or oil to warm us on a cold winter's day. Teach them to see God's power when they press an electric button and light floods the room. Teach them to recognize God's providence when they take a refreshing swim on a hot summer's day. Who made the water? the electric atom? — the coal? We hear much of the brotherhood of man. In the terminology of the Catholic faith what else is the brotherhood of man but the Communion of Saints? *Sisters of St. Francis, Pittsburgh 24, Pa.

Men must learn to remember that they are brothers on this earth and must share the fruits which a bountiful Father provides. But while we remember that men are brothers we must also remember the Fatherhood of God. We cannot have one without the other. If we consider the stupendous marvel of the universe, it can only lead us to acknowledge that over all these things is a great Intelligence, who is God.

While we teach the people in relation to the earth, it is an important factor, also, to teach about them in their relation to God. In order to better understand the inhabitants of the different parts of the earth, we must have the children know the religious beliefs which they profess. We cannot have a true picture of man without this knowledge. Not all Africans are pagans. Many of them are very good Catholics. It is in this subject that we can do better missionary work in the classroom. Through geography we can imbibe a great zeal for the missions and their needs.

Here is where we can stress vocations — vocations to carry on the work of God.

We have stressed too much political geography and have forgotten the real use of the earth in our everyday lives - have been taken up too much with the greed of men and forgotten that the fruits of the earth remain the same no matter by what name a place may be called or who may happen to be its ruler. Here in Pittsburgh what a wonderful opportunity we have of building on what the children see around them. Pittsburgh was built and has grown for geographic reasons. The three rivers gave the early settlers as well as the present inhabitants a means of transportation. The presence of coal built the steel mills where many fathers earn their livelihood. The iron ore, gas, and oil give men work, are a means of transportation, and provide comfort and pleasure. Sandstone and lime, presents of Mother Earth through God's providence, has put glass in our windows in home, store, and shop. These reflections can be applied to every locality for the people live, work, and play according to the part of the earth on which they live. We depend on other places and people for much that we use.

Let us thank a bountiful God by teaching this subject so closely related to Him in a Christian way and acknowledge His dominion for "The earth is His and the fullness thereof."

Correlating History With English

Sister M. Agnes, S.S.N.D.*

The following device is not original. It was taught by the late Mr. Scoppa of the Fordham School of Education.

The purpose of this graphic aid was to stimulate interest and help the less talented child acquire a sense of unity, sequence of time, and proper sentence sense in building a paragraph.

I have used it to review a history lesson as well as to teach the simple composition in the intermediate grades. The usual lead-on questions: Who? Why? Where? When? What results? are given. A diagram is made on the blackboard. The answers, whether in sentence form or mere facts are jotted down as given in one column. The second column is used to arrange the facts into sentences, as you are able in many cases to combine answers.

Independence Bell

- 1. bell ringer waited
- 2. shouts of crowd
- 3. The old State House bell was to ring out if Congress adopted the Declaration.
- 4. The grandson shouted, "Ring!"
- The old bell ringer waited for the signal in the belfry.
- The shouts of the crowd below told that the joyous sound found echo in the hearts of the people of the new and independent nation.
- The old State House bell was to ring out the news if Congress adopted the Declaration.
- 4. At last it came, and as his grandson bounded up the stairs shouting, "Ring! Ring! Ring!" the peals of the bell broke forth, spreading the good news far and near.
- 5. The news was brought.

The diagram is repeated and this time in the first column the sentences are placed in order of time. The second column is used to arrange the sentences in paragraph form.

The second diagram may be made during another period since it takes quite a lengthy period to accomplish the entire lesson.

^{*}SS. Peter and Paul School, Rochester, N. Y.

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THE ANGELS' STORY (For a Verse-Speaking Choir) Sister M. Jean, C.S.J.*

Children:

[Dark] Tell us a story, O little angels,

[Light] Tell us of long ago,

[Both] When off on the hillsides of Bethlehem

There came with the soft falling snow.

[Light, very softly]

O, the prettiest Baby, The holiest Baby,

That ever we shall know!

Angels:

[Dark] We saw Him!

[Light] We saw Him!

[Both] We knelt beside His bed.
We smelled the freshness of
the straw

[Light] And smoothed it round His head.

[Dark] We saw His Mother!

[Light] His lovely Mother!

[Both] We huddled at her knees And begged her, "Let us hold Him,

[Light] We'll be so careful, please!"

[Dark] But His lovely Mother, Mary,

[Light] Our lovely Queen, dear Mary, [Both] Shook her head and with a

smile Said she thought we littlest angels

[Light] Had better wait a while.

[Dark] But, O children,

[Light] O children,

[Both] O, come this Christmas day
With open arms to hold this

[Light] For His Mother said you may!

[Dark] O, come to Mary,

[Light] Come to Mary,

[Both] And you'll find Jesus, too,

For Mary's waiting by the

manger

[Light] To give her Child to you!

Children:

[Dark] We are coming, little angels, [Light] We are coming,

[Both] We shall tiptoe in the stable

door,

And next to Mother Mary

[Light] Kneel down upon the floor.

[Both, very lightly]

O Prince of Peace,
O little King,
I give myself to Thee,
And thank you Mother, Mary,

Upon this Christmas day, For giving Christ to me.

The Hollywood Method in Religion

Sister M. Paulinus, S.S.J. *

Can the classroom become a miniature Hollywood? Why not? Take for instance the seventh-grade course in religion based on the life of Christ stressing particularly the mysteries of the rosary. Where else can we find more spectacular events to portray? Let us consider how this may be done. Make the children happy by letting them become actors and actresses. The stage is the front of the room.

For the Annunciation we have Mary sitting weaving. The angel salutes Mary: Mary gives her answer. What better way to make religion a reality! One child is chosen to be the narrator. The mystery closes with the class singing the Ave Maria, an ideal way of correlating music with religion, and of giving all the children a part in the dramatization.

The Visitation shows Mary and Elizabeth speaking to each other. Then the class say the *Magnificat* alternating each verse.

The Nativity is most zealously acted out. The Holy Family is on the stage and as the story proceeds to the point of the appearance of the Angelic host, the *Gloria* is sung by all. The three kings then enter. The fact that one king was Ethiopian gives the teacher an excellent opportunity for a lesson on brotherly love.

The Presentation and the Finding of Jesus are very simply enacted according to the text.

The Sorrowful Mysteries do not create too much of a problem. A chair is placed on one side; a curtain is thrown over it, and a voice from behind represents Christ. The Voice speaks in the Garden. At one side are the Apostles Peter, James, and John. Judas enters with a group of boys. The other eight Apostles also enter. The boys who have names of Apostles take their respective parts. This is an ideal way to teach the Apostles' names.

For the Carrying of the Cross and the Crucifixion, the Voice is again heard and the top of the cross is visible above the chair. A screen may be used if convenient. All other parts follow as in the text.

At the Resurrection, the Voice speaks to Mary and tells her to go to Peter and announce the glad tidings. The angel reassures the holy women of the Resurrection.

Next the Apostles are on Mount Tabor. The conversation of the angel with the Apostles is given and the class quote, "Going therefore teach ye all nations."

The twelve Apostles act out the Descent of the Holy Ghost. Then the class sings, "Come Holy Ghost."

Mary's Assumption and Crowning are read

After the 15 mysteries are completed, the class sings the *Credo*, an open declaration of faith.

Each mystery may be concluded with a prayer of intercession for the corresponding virtue, namely:

Snow-Covered Christmas Cribs

The Crowning of Mary Devotion to Mary

Sister M. William, O.P.*

Material for Ten Cribs

10 cigar boxes — 1 box small gold stars — 1 small bottle dark blue poster paint (or 1 sheet dark blue construction paper) — 10 2-inch blue or silver stars — 1 pound plaster Paris or craft modeling clay — 1 set of statue molds (Jesus, Mary, Joseph, Lamb).

Procedure for Making Statues

Mix plaster Paris or craft molding clay with cold water. To determine amount, measure water to capacity of mold. Pour water into a bowl, then add powder in quantity that will dissolve in water leaving a very thin layer of water on top. Stir to creamy mixture, free from lumps. Do not stir contents too long as it sets quickly. Fill mold. Dry one half hour before removing from mold. To loosen the mold rub it with soap suds and then gently remove the statue.

Paint the inside of the cigar box with dark blue poster paint, or cover it with dark blue construction paper. Paste gold stars in the inside of the box. Also place a 2-inch blue or silver star on the end of a toothpick and with scotch tape fasten it to outside center of the

Place two cups of soap flakes in an electric mixer, add one cup of warm water, then mix until the suds stand in peaks. Thickly cover the top, sides, and lid of the crib. Sprinkle artificial snow on the "soap snow." Two-inch branches of evergreen trees add to the appearance of the crib. Tiny Christmas trees may be used instead.

This makes a very effective Christmas gift. It is also a means by which each home may enjoy a "Christmas crib."

^{*}St. Joseph's Academy, Tucson, Ariz.

^{*}Rochester 6, N. Y.

^{*}St. Agnes School, Springfield, Ill.

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For the Kindergarten Teacher

Sister M. Marguerite, C.S.J. *

Cold Weather Helps

Require each child to bring in an overshoe bag with drawstring in the top. The bag should be marked with the child's name for the benefit of the teacher. It should also carry identification which the child will remember. If the kindergarten is equipped with divisions for each child's personal work material, the bag may be kept there when not in use. If not, the child may bring it to school each day. On his arrival at school he deposits overshoes into it and hangs the bag in the cloakroom on the coat hook which he plans to use. Mittens may also be placed in this bag. This device, which I have used for two years has saved tears, confusion, and strain for us all.

Require children to put caps, scarfs, extra sweaters, etc., in the ski pants before hanging them up. This reduces the number of separate articles for each hook and keeps things safely together.

An Idea for a Gift

At Christmas there is no more attractive gift for parents than a child's own handprint, made with finger paint. I use paper about 5 by 9 inches which I get from a butcher shop near by. The paper must be large enough so that the palms of both hands may be placed thereon, thumbs toward the center of the

First the child wets his paper and spreads out his finger paint. Then he washes and dries his hands thoroughly. Next, and this is important, the teacher demonstrates on the dry table how she will use the child's hands to make the hand print. She shows the child how to place his hands flat on the table holding them very still. She presses gently but firmly on the backs of the hands lifting them up herself. The child must relax completely, letting the teacher do the work of making the handprint. After this demonstration the teacher explains that now she will make the real handprint on the finger painted paper. When the print is made and dried it may be put in press. The child may decorate a folder with colored crayons on drawing paper. He may decorate a piece of construction paper with paper cuttings. However, the handprint is complete in itself and may be stapled into a folder of undecorated colored construction paper for the parent to frame or place under glass. Parents enjoy anything the children do. A handprint is always popular. Every child can make this simple gift.

What About Santa Claus?

In the March, 1948, CATHOLIC SCHOOL JOURNAL I went into detail in explaining how I celebrate Christmas in the kindergarten. Sisters, we cannot overstress the importance of making this season rich in meaning for the

*Ascension School, Minneapolis 11, Minn.

child. First in importance comes the telling of the Christmas story. This story should be told simply. The telling of this story should include exact quotations from the New Testament. In the telling and retelling the children can be encouraged to help the teacher when she comes to words of Scripture which have now begun to be their own. Accompany the telling of the Christmas story with great art pictures of Angelico, Raphael, or Lauren Ford. Play, sing, or even say for them words of old carols. Read great poetry to them. Reread it quietly. rhythmically, letting them have time to develop true appreciation for what is good. Play fine recordings (instrumental recordings) of Silent Night, Adeste, and other hymns they will hear in church or at home during this season. Sing for them and with them the hymns which seem simple enough for them to enjoy. If one has fine recordings of some parts of the Christmas Mass give this to them during a listening period.

But what shall we do with Santa? If we eliminate him we must do away with much imaginative rhythmic play, play with brownies and toy shops, dolls, etc. We must eliminate songs and stories which the children love. We must put away the American Classic, *The Visit of St. Nicholas*.

Why not on St. Nicholas' day tell the story

of the good saint who once walked this earth and who loved little children? The little Child he loved the most was Jesus the divine Child who comes to us on Christmas. One day that little Child came and took Nicholas to live in heaven with Him. After that people called him St. Nicholas. Some people think that each year at Christmas the good saint comes to earth again. They think he has a workshop where he makes toys, bringing them to boys and girls in every part of the world. When he comes to earth they give him the name Santa Claus or St. Nicholas. In America we call him Santa Claus. People everywhere who believe in him, believe that he comes to earth to give gifts on Christmas because it is the Christ Child's birthday whom he so much wants us to love.

We too can give gifts on this day to show our love. We too can bring happiness to others. We can give gifts to Mother and Daddy. We can give them to the Christ Child. We cannot give Him gifts which we feel, or see, or touch. But we can give Him our love. We do this when we are good children, when we remember to say our prayers, when we help at school and at home. On Christmas when we kneel before Jesus' "little home" on the altar we will know that He sees our gifts and that He loves them.

Surely, Sisters, put Christ first, second, third, and last but do not be afraid to give children all the good wholesome fun they can have. Any joy a little child experiences because of Santa fun gives joy to Him the maker of joy and the maker of the hearts of all of us who are His children.

NUMBER NUTRIENTS

II. Story Plays

Elizabeth C. Schreiner *

We have done much in dramatizing stories and songs. Physical activity helps to develop number concepts more meaningfully than any other way, I believe. This, I have found especially true in my work with some who are slower than others in first grade.

Ten Little Indians

Everyone knows and loves this number song. I use it in beginning first-grade work because most of the children are familiar with it.

As we played it one day near Thanksgiving, a child asked to make an Indian headdress to wear. Of course, everyone wanted one. Some wanted more feathers than others, some wanted a certain number of red feathers and yellow feathers, etc. They all chose their own colored strips and made their feathers.

While the headdresses were being constructed, I visited each child, inquired about the number of feathers, and if someone wasn't sure of the number he had, I helped him learn

*Linden Avenue School, Glen Ridge, N. J.

to count. Indeed he did learn to count objects, because he was vitally interested in what he was counting.

The Three Bears

Dramatizations of stories such as "The Three Bears" "The Three Pigs," and "The Three Billy Goats" are good "number nutrients," as I call them. Although in the above-mentioned stories, the concept of 3 gets more emphasis, other concepts are formed also.

When we dramatize stories, we usually list the characters on the board and often the properties needed. For "The Three Bears;" this was our list: 1 little girl; 3 bears; 1 house; 3 bowls; 3 chairs; 3 beds; some trees.

Of course the grouping of 3's was varied. They planned it so.

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Bears	Bowls	Chairs	Beds
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The Three Little Kittens

We had difficulty in getting our list on the board for this story. It was so interesting that I should like to take time to explain it here.

Our first list follows: 3 little kittens; 6 mittens; 1 mother cat; 1 rat; 1 pie; 1 clothes-line.

Someone declared that 6 mittens were 3 pairs of mittens. Of course one or two agreed with him, but most of them did not, but turned to me and said, "Are 6 mittens 3 pairs, Mrs. Schreiner?" My answer was, "What is a pair, how many mittens are there in one pair?"

Almost everyone knew that 2 mittens made 1 pair, but—we had 6 mittens. Because the weather was not cold, there were no mittens in school, but someone made a pair from paper, two others made a pair each, and we had 3 pairs. All were satisfied, but they talked about other things that come in pairs, shoes, rubbers, boots, trousers, and our twin children.

The list was then revised and something added so that they could include another pair.

The revised list read: 3 little kittens; 3 pairs of mittens; 1 mother cat; 1 rat; 1 pie; 1 clothesline; 1 pair of clothes poles.

tongue. The pupils see their parents using the foreign language at home daily, they use it themselves, and why should they not use it in school between themselves? "To help me learn English" is the convincing answer, one which the teacher can say without being under the least suspicion of a dislike for the foreign language.

Teachers, make your pupils want to talk to you. If they are interested in showing you things because they know that you are interested in seeing them and talking about them, you have here a powerful means for encouraging and obtaining more use of English. The little English that they know at the beginning they will want to use to talk to you. Seeing the other children talking to you about their experiences, will draw from them the desire to do the same so as not to be left out.

Urge your children to talk to you outside during the games. By using expressions as: "Throw me the ball," "You missed," and "Don't kick the ball," over and over you will find that your children are going to pick up many English expressions and put them to use immediately. Teachers can show that they have no dislike for the foreign language by actually using it at times outside of the classroom or only expressions as far as their knowledge extends. We, teachers in non-English speaking districts, have a difficult task it seems, to inculcate a love for one language while trying not to diminish a love for another. We also have the pleasure of seeing many children grow up knowing, and knowing well, two languages.

Speak English Please!

Brother Cletus Hugh, F.S.C. *

We are speaking here, not of how to teach children to speak English when they have been brought up speaking another language, but how to use English so that they will be encouraged to learn more, and so that they will retain more assuredly what they have already learned. The first and biggest step of this work is done in the beginning year.

The most important idea of this entire work of winning the child over to a greater use of English is motivation. The teacher must explain to the pupils that he wants them to speak English because by using it they will learn more of it; explain that he has nothing against Spanish, French, or whatever language the child speaks; in fact perhaps he is trying to learn it himself, as most of us teaching in non-English speaking districts are. Once this is accepted by the pupil, then the teacher can revert to this idea over and over again; in fact every time that he calls the pupil to use English instead of the other language. A ques
*Christian Brothers, Bernalillo, N. Mex.

tion like: "Why do I want you to speak English in the classroom?" with an answer, "Because you want me to learn English" will solve the smoothing over difficulty.

Above all, the teacher must remember not to use repression in this matter. Punishing the pupil for using the foreign tongue can have an effect opposite to that desired, and this "just to show you." While speaking to a young man recently who was the subject of this method, I was not surprised to find that writing, "I must speak English," certainly did not lead him to a greater use of the English

Play That Is Work

Sister M. John Berchmans, B. V. M.

In the children of the primary grades, the play spirit is so dominant that when it enters

BAT S B CAT FAT R C HAT AT MAT F P PAT RAT M H SAT

A Chart for Teaching Families of Words.

into the schoolwork, that same work is more acceptable. In the first grade, in order to impress the combinations on young minds, we sometimes use the game "Selling Balloons." With colored chalk a large clown is drawn on the blackboard. In his hands are the strings of the different colored balloons. In each balloon is a different combination, 2+1, 3+2, etc. Each child is to buy a balloon by reading the combination and giving the answer. The combinations are changed each day.

Third grade being the age of "make-believe," fairy tales may be used with good results. Steps are drawn leading up to a castle tower. On each step is one multiplication which the children have had in drills. To enter the tower, a child must climb each step; that is, she must read the multiplication and give the answer. If she has given the correct answer on each step, she may enter the tower, to be welcomed by the prince or the fairy queen as the case may be.

Learning Families of Words

Charts similar to the illustration shown here are an aid in learning families of words. The lines to the right are blank. The children write in the words.

The Fabric of the School

Planned for Present and Future

Built For Present Needs

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Our Lady of Grace School

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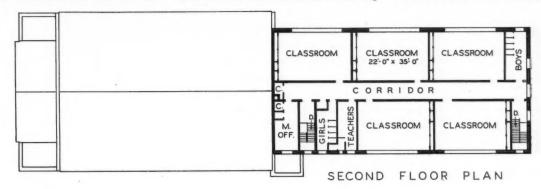
Resourceful architects and school administrators can cut the Gordian knot of high construction costs in building new school plants. An example of how this knotty problem can be solved is that of a high school to be built by Our Lady of Grace parish in South Langhorne, Pa.

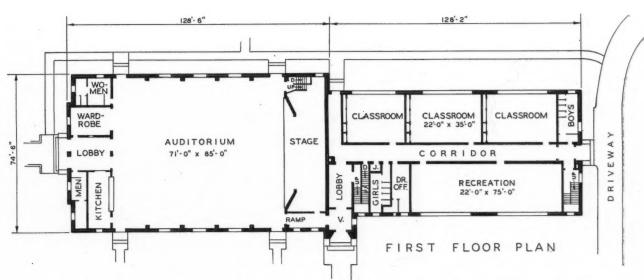
Henry A. McGrath, associate architect in the firm of Ralph E. Bencker, planned the building so that it may be built in sections. The part of the school containing eight classrooms has construction priority and will be erected within the next few months. It is expected to cost about \$150,-000. Later, when construction costs come down, the auditorium section will be built as an addition to the standing school plant.

The school has been designed so as to be as economical as possible from the standpoint of initial cost and maintenance. The floors of the classrooms are of asphalt tile. The ceilings are of acoustic tile. The walls are of finished cinder blocks. The toilets have metal partitions, ceramic tile floors, and glazed wainscot walls. The building has an exterior of limestone trim with flag-

stone steps. It also has a built-up flat roof. The windows are of an architectural projected type with connecting copper spandrels.

There are eight classrooms in the school. However, the area reserved for recreation space may be turned into two additional classrooms or be used as a lunchroom. The classrooms are equipped with plenty of blackboards and bulletin boards. The wood trim and boards are light and attractive and have high light reflecting coefficients. Movable seats in the rooms follow the





Our Lady of Grace Parochial School, Penndel, Pa. Designed by Henry A. McGrath, Architect, Langhorne Manor, Pa.

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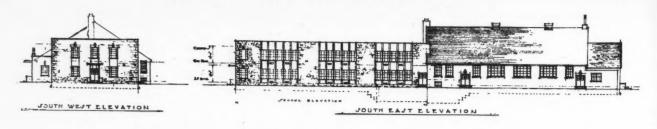
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Our Lady of Grace Parochial School, Penndel, Pa. Designed by Henry A. McGrath, Architect, Langhorne Manor, Pa.

modern educational trend. Another pacesetting feature is that the various classrooms are painted in different pastel colors.

Each classroom has wardrobe and storage closets. Use is made of folding type doors which permit 100 per cent opening into wardrobes.

The structure will have indirect lighting. It will have a steam convector (with copper coils) heating system. Thermostatic control will insure the separation of cold and warm areas. The thermostatic control will reduce heating costs because the south side of the building will not require as much steam to be warmed to the same temperature as the rest of the school.

The section, 59 by 129 feet, to be built within the next few months has provision for a mothers' office and for a teachers' room. Space has also been allotted for the use of a visiting nurse, doctor, and dentist. This part of the school plant has two steel stairways and is fireproof.

The school will be built on almost a level site. The architect, Henry A. McGrath, has made just minor provisions for excavations in order to have a basement. He believes that the main function of a basement is storage. It should be used for little else inasmuch as basements are usually damp and poorly lighted. This design provides the basement with showers, and locker rooms, and chair storage facilities to be used in the future when the auditorium-basketball court is built.

When the auditorium is erected, it will have six readily accessible exits. It will also have provision for a kitchen, since it will be used for community functions such as dances and banquets. It will provide the regulation 48 by 75 feet high school basketball court, and serve as an all-purpose auditorium which can be used as a gymnasium as well as for other purposes, such as the presenting of plays.

Rev. Richard P. Phelan is rector of Our

Lady of Grace Parish. The Sisters of the Immaculate Heart of Mary are in charge of the school, which has a present enrollment of about 200 pupils.

A WORK SCHEDULE FOR JANITORS

An excellent means of systematizing the day's work of the janitor is to ask him to prepare a daily work schedule. This schedule may be laid out on the basis of (a) a schedule for ordinary school days when the heating plant is not in operation; (b) a schedule for Saturdays and other nonschool days; (c) a schedule for regular school days when the heating plant is in operation; (d) a schedule for nonschool days when the fires must be maintained.

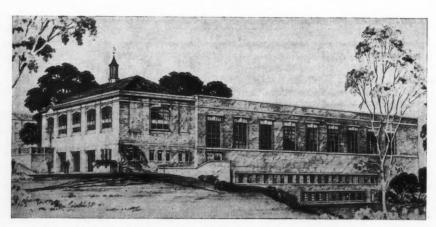
A schedule for the janitor has at least three main uses:

1. It will show the high spots of the day when the janitor is extremely busy and the low spots when he has a bit of time to spare. A study of the schedule will enable him to rearrange his work to avoid both a waste of time and excessive rush of work.

2. A copy of the janitor's schedule in the hands of the principal (or pastor) will enable the latter to better supervise the work of a substitute who may be obliged to come in when the janitor is absent because of illness,

3. A copy of the schedule in the principal's office will enable her to tell at any time of the day where the janitor may be found. It will indicate his lunch or noon period of rest.

A final purpose of the schedule will be to enable the janitor to indicate when additional help is needed. Such a schedule should be supplemented with an operating time schedule to determine the length of time necessary to do given jobs.



McDonough Memorial Gymnasium, Georgetown University, Washington, D. C. Kaiser, Neal & Reid, Architects. The building is named in honor of the late Rev. Vincent S. McDonough, S.J., who directed athletics at Georgetown. It will provide basketball and squash courts and portable seating for 3000 spectators.

Winter Brings Special Floor Problems

Dave E. Smalley

As in the case of most large buildings, the school's chief winter problem is in the maintenance of the floors. In the first place cold weather presents a serious hazard for shipments of freezable materials; and in the second place, a condition even more important to schools, snow and ice double or treble the job of keeping the floors clean and safe.

Prior to the late war it was less difficult to make shipments of freezable materials in freezing weather. Refrigerator cars were nearly always available for winter conversion by preheating and sealing. Trucking systems, still struggling against freight and express competition, were careful with perishable shipments, and the express company, conscious in turn of the threatened encroachment of the truck lines, rarely allowed a shipment to

During and since the war, however, the shipping situation has changed considerably. Already overtaxed with business, and with facilities more or less deteriorated since prewar days, the carriers no longer afford adequate protection for winter shipments, and when it comes to such freezable commodities as floor wax, they definitely disclaim liability.

Today, freight shipments which, in prewar days, went through in four or five days, require two weeks or longer. Truck and express shipments, nowadays overflowing crowded terminals, are allowed to lay on outdoor platforms. Labels warning against freezing are wasted effort.

Unprotected Winter Shipments Unwise

Because of these shipping conditions, shippers of water waxes and other freezable materials have been losing thousands of dollars each winter in replacements. The time has come when such shippers feel they can no longer absorb these losses, but must ship at the risk of the buyers.

While schools usually buy enough floor treatments in the spring and summer to last through the following winter, many wait until late fall or early winter to buy materials for the Christmas holiday renovation. In view of present conditions this is no longer a wise plan, unless the holiday supplies are ordered in time to arrive before freezing weather. Most suppliers will allow extended datings if requested.

If you must have delivery of a water wax in the winter, have your supplier pick as favorable time as he can, but be prepared for possible loss from freezing. With more than three or four days on the road and with more than a hundred miles between points, it is nothing less than a gamble.

But freezing does not always damage a water wax. In fact, partial freezing seldom injures the material. Complete freezing, where the wax is frozen solid and which is caused by extended subjection to subzero weather,

is likely to ruin the product. Even in such cases, however, complete freezing does not in every instance ruin the wax, so it is advisable to examine it before passing final judgment. If it is still liquid, after thawing, and dries with a gloss it has not been injured. If it is thick, or grainy, or if it dries dull, it is spoiled and nothing you can do with it will restore it, though some benefit can still be obtained by applying it and buffing with a machine. The properties of the wax itself are not affected by the freezing, only the structure of the mix, and usually a very good gloss can be acquired by buffing.

If you run out of water wax in the midst of very cold weather and cannot obtain delivery with safety, it may be advisable to buy enough of the solvent type wax to tide you over. Solvent wax congeals in cold weather and it must be buffed to get a polish, but freezing does not injure it and it reliquefies in a few hours in a warm room. Of course the solvent waxes cannot be used on asphalt and rubber floors but they serve perfectly on almost any other kind, and there are still a lot of experienced maintenance people who prefer them, believing they have better wearing qualities.

Good Winter Maintenance Possible

So much for the winter problems of the materials. More important to schools, and perhaps more difficult to solve, are the winter problems of floor maintenance itself. They are presented in two phases: danger from slipping because of ice and snow carried in on the shoes, and increased soiling and damage caused by weather conditions outside.

In the school, as well as in any other building, the first thing to consider is safety. Ice and snow present a definite hazard on streets and sidewalks, and entrances should be kept as clean as possible. Certain chemicals, or even common salt, prevent freezing at entrances and mats further reduce the slip danger. Keep the floor inside as free from dust and litter as possible. Particles under foot often cause slipping, and with the added hazard of wet shoe soles the danger is increased. From the standpoint of safety alone it is advisable to clean the floor near the entrances several times a day, especially in bad weather.

As for the other phase of wintertime maintenance: Floors get dirtier oftener and to a greater degree when the weather is bad. This means floors should be cleaned oftener to maintain customary standards, or they must have better protection. If salt, or another chemical is used outside, the tracked-in portion is often injurious to the floor. Where there is a great deal of traffic, frequent moppings are not only inconvenient but unless soap or some other cleaning agent is used, the accumulation

of stains intensifies because clear water will not remove it. At the same time, soapy floors can be more dangerous under ice-incrusted shoes than dirty floors, and therefore soap moppings are more or less taboo during busy hours.

For floors subjected to the rigors of winter a protective finish seems to be the best alternative, and up to the present time floor wax appears to be the best thing available. It fills the pores of the floor, preventing stains from penetrating and, because mud, dust, etc., do not adhere to it, cleaning is simplified. Instead of wet mopping during the day, a dust mop usually suffices for removing accumulations, but in extreme cases a polishing machine should be brought into service. Buffing with a stiff brush quickly loosens tenacious dirt on a waxed surface, making it easier to remove with a dust mop. The need for water mopping, during busy hours, is thereby eliminated.

Wax a Safe Winter Finish

Those in charge of large buildings, wherein many people traverse the floors, are often apprehensive of floor wax, especially on ground floors where traffic is usually greater, and where people are more likely to be in a hurry. Especially is this true in schools with hard surface floors, such as terrazzo, cement, etc., and such smooth floors as asphalt tile.

It is true that some floor waxes are naturally slippery because of the formulation by which they are made, often the result of using paraffin to reduce the cost of manufacture. A good wax, however, if properly applied should neither increase nor decrease the degree of safety on any floor. This fact has been proved many times by both laboratory and practical tests. It has been found, however, that a dirty waxed floor is somewhat more slippery than a clean one, because dirt does not adhere to a waxed surface and produces a sort of "roller bearing" effect under foot. Where floors are waxed near entrances, therefore, it is important that the surface be dust-mopped frequently during the day.

It is also conceded that highly polished floors present something of a mental hazard, but the reaction can be good as well as bad. People are prone to walk more cautiously on a glossy floor though, of course, if they do fall they blame the floor.

After weighing all the facts and after admitting certain disadvantages of floor wax, it remains that thus far no adequate substitute for wax has been developed or found for floors. Wax is nature's own preservative for many of her products, being impervious to moisture, resistant to stains, lubricant to friction, and in itself almost indestructible. True wax may wear off but it is doubtful if it ever wears out. It is the limited lubricating function and the extreme tenacity of wax which

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are not duplicated by any other material. It is the slight "give" under pressure which protects the surface under the wax and which also makes the wax film self-healing under buffing. From no other kind of finish can the mars of traffic be erased by a little rubbing.

Some Paradoxical Qualities of Wax

There are some seemingly paradoxical features about floor wax, however, that every user should remember. Two coats are less likely to be slippery than one coat, and one coat diluted 50 to 75 per cent is less likely to be slippery than one regular coat. The slippery point of floor wax might be compared with the vibration point of a machine, which vibration decreases above and below a certain speed. To be more specific, one coat of 12 per cent wax, either the solvent or water wax type, seems to be the high point of slipperiness. Above and below 12 per cent, slipperiness decreases.

If you are dubious about using wax in certain places or on certain floors, places where you think the hazard is greater, you may still get some of the benefits of wax with a minimum of danger by dilution of 50 to 75 per cent as indicated above. If you are using a solvent type wax, add naphtha. If a water wax add water, or simply use the water wax as a soap in the mop water. Then buff the floor when dry. Enough wax is generally deposited by this method to respond with a little sheen from buffing and makes cleaning easier.

There are so-called nonslippery floor waxes,

but these are often loaded with rosin or other material with similar properties, to give tackiness to the film. Certainly, if the floor is sticky it will not be slippery, but one virtue has been gained at the expense of others. Tacky floors absorb and hold dirt, increasing rather than decreasing maintenance problems.

There are certain varnish or lacquer type finishes now offered as substitutes for floor wax, their chief claim being safety. But being of a rigid quality they break under traffic and present difficulties in the matter of repairs. There are also lacquer type, water-white seals designed for terrazzo and similar floors, some of which seem to be fairly serviceable. They must be nonyellowing and of such consistency as to leave the very thinnest film, in fact just enough body to fill the pores and make cleaning easy. Too much surface film will soon wear off in spots and paths.

Apply Wax to Warm Floor

When applying floor wax in cold weather, the best results are obtained in rooms with a temperature of 60° F. or above. Water wax is difficult to apply satisfactorily in a room below 40 degrees, and solvent wax should not be applied at all in such a low temperature. When necessary to apply wax to a cold floor, the extreme chill can be removed by mopping with hot water before applying the wax. Hot water dries rapidly on a cold floor.

Water spotting is a more or less common complaint about waxes in wintertime. This is because waxes dry more slowly in cold, damp weather. Especially is this true of the water waxes, for no water wax is really waterproof until all of its original moisture has been expelled, and some waxes are slower about drying than others, particularly those containing elements to make them self-leveling. There are, to be sure, some water waxes which never become waterproof because they are either made with too much soap or other emulsifying agent or contain too much permanent alkali. Such waxes were once quite common before present more scientific methods of manufacture were introduced.

Buffing speeds up the drying of a water wax and produces its natural water resistance in a few minutes, though it must not be buffed for the first 30 to 60 minutes after application. In cold, damp weather it is advisable to wait two or three hours before buffing. Then, if it is a good wax, one naturally waterproof, it can be made waterproof in a very few minutes by concentrated buffingthat is, by holding the polishing machine in one place long enough to create heat. Not long enough, of course, to burn the floor. While this process would be too slow for a large floor area, it is a practicable procedure at entrances, around drinking fountains, etc. A little water poured on the buffed space will show whether or not you have buffed enough.

All things considered, the increased problems of winter floor maintenance are not too great or burdensome if they are understood and given proper attention. But if you proceed with summertime routine into cold weather you may find yourself in trouble

New Books of Value to Teachers

Speech Handicapped School Children

By Wendell Johnson, Spencer F. Brown, James F. Curtis, Clarence W. Edney, and Jacqueline

Reaster. Cloth, 464 pp., \$3. Harper and Brothers, New York, N. Y.

This textbook, a non-technical work in speech correction, will aid the classroom teacher who is finding speech difficulties among his pupils. The authors, Wendell Johnson and his associates, are teachers of experience and authority, and are well known for their work in the speech clinic at the University of Iowa.

The content of nine practical chapters will be of considerable value to the elementary teacher, and likewise of much practical worth is the appendix, inasmuch as it contains projects, tests, drills, and select references. The chapters con-cerned with the disorders of articulation and of voice and a speech correction program are particularly recommended. In fact, more attention to faults from dialects might be given. The examples used help to make the textbook readable and practical.

It is a pleasure to read a textbook in which technical terms are not considered a sign of erudition. There is even some common sense in handling psychological matters. It is not surpris-ing however that some of the theories of behaviorism found their way into the book, particularly in relation to the discussion of personal adjust-ments. Then too the "overt theory" is mentioned. Many philosophers might grant speech to be a cultural attainment, "a learned behavior," yet feel that man was destined for speech. Purpose and design as well as function should enter into any

treatment of the speech mechanisms. Also speech

must be related to mind as well as brain.

Speech Handicapped School Children will be found most useful for the classroom teacher.—
William R. Duffey.

Early Drama in New Mexico

By Sister Joseph Marie, I.H.M. Paper, 175 pp. The Dolphin Press, Philadelphia, Pa.

This doctoral dissertation, accepted at the University of Pennsylvania, traces the role of the Church and the folk in the development of the early drama in New Mexico.

Someone has spoken of New Mexico as the American mystery which is not American. Included in this is the religious folk drama which may be traced back to the earliest days of the Franciscan missionaries and which is still a valuable part of the culture of the Christian Indians and the Spanish-speaking people of the South-west. The present study traces the history of religious plays in the Southwest, tells of their literary and social value, and discusses their transmission to the present time through the missions and the ancianos (ancients). Some of the most widely played Christmas and Easter plays are synop-sized and analyzed. It is interesting to note that the author's research led her into the byways and to meet humble folk players in numerous towns and settlements along the Rio Grande so that she absorbed much of the folk spirit of the good and religious people who are still enjoying the plays.

By Edwin Ben Evans. Boards, 24 pp., \$1.25. Holiday House, Inc., New York 11, N. Y.

Finland, Sweden, Norway, Denmark are included in this brief text.

By Cornelia Spencer. Boards, 24 pp., \$1.25. Holiday House, Inc., New York 11, N. Y.

This extremely brief historic-social-economic account of the Japanese people is appropriately illustrated.

Radio Press Publications

Fathers Rumble & Carty, Minneapolis, have recently added important titles to their list of pamphlets. The titles of "Why Are Anglican Orders Invalid?" and "The Methodist," explain their own contents. "Shade of His Hand" is an explanation of the mystery of suffering. "The Singing Heart" is the life story of Antoinette Kuhn, a remarkably saintly Iowa girl (1907–39) whose heart sang in praises of the Divine in spite of intense suffering. of intense suffering.

Saint Elizabeth

By Anna Seesholtz. Cloth, 136 pp., \$2.75. Philosophical Library, New York, N. Y. An account of the life and charitable works of

St. Elizabeth of Hungary.

Jolly Old St. Nicholas

By Blanche Jennings Thompson. Paper, 72 pp.,

\$1.50. Ave Maria Press, Notre Dame, Ind.
To the few known facts of the life of the good
Bishop of Parara, the author has added the persistent legends of this saint of children and the modern customs centering around the observance of his feast day and of Christmas.

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Audio-Visual Aids: A Cooperative Service

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D., *Compiler

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATH-OLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the P (poor) rating will be subject to review by the compiler of these evaluations.

G. Borrowing in Subtraction

16mm. Sound. 16 minutes. Teaching Film Custodians, 25 West 43rd St., New York, N. Y. Lease arrangement. Black and White.

Contents. Another film depicting actual life situations involving arithmetical processes. The use of small chicks is a very good motivating device.

Appraisal. A well-planned movie.

Utilization. In the primary grades. Should be followed with additional exercises as suggested in

X. The Safest Way

16mm. Sound. Traffic Engineering and Safety Department, American Automobile Association. Washington 6, D. C. Available for loan and purchase. Color and black and white.

Contents. A fourth grade works out for each child the safest route "to school, to the store, to the church, to the movie . . . or well, to any place." This is done on a large map of the school area, each child drawing his path to and from school and telling why he follows that particular

Appraisal. This film should teach children the advantages of watchfulness at all times because they will realize that the youngsters in the film are confronted with the same safety problems they face in their daily life.

Utilization. The incidents shown in the film can be re-enacted in any classroom. In cities, a discussion of the reasons why a certain route is more dangerous than another will make the pupil conscious of the street hazards. In rural communities the highway travel problems can be discussed.

X. Making the Most of School

16mm. Sound. 11 minutes. Coronet Instructional Films. Coronet Bldg., Chicago 1, Ill. Sale: Black and White, \$45; Color; \$90. Available for rental.

Contents. A portrayal of the opportunities offered in the school for the individual development of the students' abilities to express himself and think out problems. Membership in school clubs is shown as a means of acquiring enjoyable hobbies.

Appraisal. A fine movie.
Utilization. For intermediate and higher grades. In our own schools we should stress religious activities as an opportunity for richer living. In many communities the school is the core for Catholic Action.

X. Your Thrift Habits

16mm. Sound. 11 minutes. Coronet Instructional Films, Coronet Bldg., Chicago 1, Ill. Sale: Black and White, \$45; Color, \$90. Rental available. Contents. Shows how one may get along with-out many material things and be happy. By systematic savings, by careful buying, doing without extravagances, and choosing between mediate and future satisfactions we will get along better.

Appraisal. The film covers a subject most difficult to put over with our high school pupils. Free spending rather than saving is the order of the day. We need all the help such films can give

Utilization. In our junior and senior high schools. The problem here is to make the students realize that by spending less they will he happier. This movie should engender a spirited discussion of the value of planning one's expenses as related to the income. No doubt many members of the class are always in need of funds while others seem to manage much better. What makes the difference?

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

G. The Church in the Atomic Age

16mm. Sound. 20 minutes. Film Forum Founda-

tion, 127 East 12th Ave., Spokane 10, Wash. Black and White. Sale: \$87.50. Rental available.

Contents. The work of the scientists in the production of the bomb. The results of the bombing. The problems of the future use of atomic bombing. The role of the Church in the control of destruction.

Appraisal. This film is intended to promote the cause of peace. The scenes showing the destruc-tion of cities, the suffering of civilians, and the talk of defense against the effects of atomic bombs will make us hate wars.

But no one wants war and the film does not offer any solutions. The recommendations of the Pope should be brought forward by us as a lasting

foundation for peace. Utilization. In college and adult groups. The pronouncements of the Church on the moral implications of war should be studied. The atomic bomb has provoked many discussions in all

X. Facts About Film

16mm. Sound. 10 minutes. International Film Bureau, 84 East Randolph St., Chicago 1, Ill. Sale: \$45. Rental available. Black and white.

Contents. Shows how to use film properly. Cleaning of projectors, film threading, film rewinding and packaging.

Appraisal. Excellent film for the training of students in the operation of movie projectors.

Utilization. In upper grades, high schools, colleges, and adult groups. Many teachers do not understand the physical properties of 16mm. film and, therefore, do not train the students in the proper handling of movies.

G. Sewing Slide Fasteners

16mm. Sound. 10 minutes. Young America Films, 18 East 41st St., New York 17, N. Y. Sale: \$38.50. Rental available. Black and white. Contents. Sewing slide fasteners in different wearing apparel. Fitting of garments. How to use the sewing machine for the purpose.

Appraisal. A good film. Some of the close-ups are not well lighted.

Utilization. In high school sewing classes. Also

adult groups.

G. Teamwork

16mm. Sound. 18 minutes. Simmel-Meservey, 321 So. Beverly Drive, Beverly Hills, Calif. Sale: \$98. Black and white. Rental available.

Contents. A group of high school pupils plan

a dance. Various means of co-operation are shown. Some bad ways are brought out. Out-of-school examples are used.

Appraisal. Many teachers will disagree with the six means of securing co-operation used in this film. This will prove an excellent means for showing the pupils why the teacher's viewpoint is better. The agreement by the class to the ideas presented will be real co-operation. They will truly agree because they believe.

Utilization. In senior high school groups.

COLLEGES AND UNIVERSITIES

English Commentator at St. John's

English author, J. L. Benvenisti, well known to Americans through his contributions to Commonweal, has joined the faculty of St. John's University, Collegeville, Minn., as a member of the department of history and political science.

Nuremberg Translator at Merrimack

Dr. Stefan Horn, war refugee who served as interpreter at the Nuremberg war crimes trial, has accepted a position in the modern language department of Merrimack College, Andover, Mass. He will lecture later in political science, as well.

Loyola Expands Biology Department

The department of biology at Loyola University, Chicago, with seven new teachers, has been expanded to include a division of botany, and courses in parasitology, experimental and advanced embryology, and biostatics.

Detroit's New Deans

Rev. George A. Kmieck, S.J., this year directs the McNichols division and the summer session at Detroit University. The new dean of men is Rev. Arthur E. Loveley, S.J., and Rev. John J. Benson, S.J., is dean of the Dowling Hall campus.

De Paul's Anniversary

Most Rev. William D. O'Brien, auxiliary bishop of Chicago, a member of the first graduating class of 1899, celebrated a Pontifical High Mass as part of the ceremony commemorating De Paul University's golden jubilee.

Memorial Library at Boston College

Boston College's college of business administration will honor its benefactor, the late James J. Byrnes, president of the New England Division of the Great Atlantic and Pacific Tea Co., with a memorial library.

Pius XII Institute

The Pius XII Institute of Florence, Italy, was opened this fall, with formal ceremony, in the Villa Schifanoia, deeded to the Pope in 1941 by Mr. and Mrs. Myron C. Taylor. It is under the supervision of the Dominican Sisters of Sinsinawa, Wis.

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A L'INTENTION

DES PROFESSEURS DE FRANÇAIS



Pour quiconque s'adonne à l'étude de la langue française, le Digeste Catholique comblera une lacune.

Il facilitera la connaissance du "doux parler" qu'ont chanté Corneille et Racine.

Cette revue est vivante, documenté et tout-à-fait page."

Son langage est impeccable; il est scintillant, imagé, pittoresque.

Le Digeste Catholique vous captivera car il regorge de primeurs fort intéressantes. En classe, les élèves l'apprécieront tout particulièrement en raison de son style et du choix varié de ses articles.

En vous abonnant à cette alerte sentinelle de la Démocratie, vous servez la cause de la patrie et de la liberté.

Ce recueil est l'édition Canadienne en langue française du Catholic Digest.

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Catholic Education News

INSTITUTES AND CONVENTIONS Springfield, Illinois

Rt. Rev. Msgr. John B. Franz, diocesan administrator since the death of Bishop James A. Griffin, gave Catholic teachers of the Diocese of Springfield inspiration and food for thought with his speech upon character formation as the pur-pose of Catholic education. Its Catholicity is betrayed, he said, when a Catholic school refuses to accept the backward or the problem child, for to help them to adjust socially as Catholics is part of the teacher's job.

Problems in reading and health and safety, the relation of dogma to morality, the missions and vocations were also discussed. Other speakers relation of dogma to morality, the missions and vocations were also discussed. Other speakers were William Koltmeyer, reading consultant in St. Louis Public Schools; Brother Leo of the Christian Brothers; and Rev. John Lynch of Notre Dame. Chairman of the convention was Rev. Joseph Murray, diocesan superintendent of schools.

Louisville and Owensboro, Ky.

Rev. F. N. Pitt, secretary of the Catholic School Board, considered this year's institute for teachers in the Archdiocese of Louisville and the teachers in the Archdiocese of Louisville and the Diocese of Owensboro the most successful of the 21-year-old series. Besides the regular elementary and secondary conferences, Rev. Alfred W. Steinhauser, representative of Archdiocesan high schools, presided over a day-long session considering the immediate problems of secondary education. He warned teachers against isolationism, saying that co-operation with other schools is necessary if education is to succeed. Sister Raymond, O.S.U., principal of Ursuline Academy, discussed her school's five-plan curriculum. Sister Mary Nona, O.P., coauthor of a three-volume curriculum for teachers, urged, in explanation of the riculum for teachers, urged, in explanation of the work, that children be taught Christian social living from kindergarten on rather than in an ethics course available only in college.

Indianapolis, Ind.

Principal speakers at the 13th annual Archdiocesan Teachers Institute at Indianapolis were Rev. John M. Biller of Seton Hill College in



Most Rev. Thomas J. McDonough, Auxiliary Bishop of St. Augustine, celebrated the opening Mass and Rev. Wm. F. McKeever delivered the sermon at the Institute for Elementary Teachers of the Diocese of St. Augustine. Greensburgh, Pa., who gave five lectures explaining and developing the meanings of terms used in teaching religion, and Rev. Thomas J. Quigley, superintendent of schools for the Diocese of Pittsburgh, whose series of addresses discussed secularism, health education, social studies, reli-gion, music and art in their relation to the Catholic curriculum.

Little Falls, Minn.

Sisters from the Diocese of St. Cloud teaching 2nd, 5th, and 6th grades attended a five-day workshop in Little Falls to study the Christian workshop in Entire Fails to study the Cristian social living curriculum developed under the auspices of the Catholic University of America. Five Sisters were assigned by the University to conduct the workshop, which was under the direction of Rev. Leo Keaveny, diocesan superintendent of schools. intendent of schools.

Lincoln, Nebraska

Lincoln's 13th diocesan convention met October 28. Rt. Rev. M. A. Schumacher of Aurora, Ill., discussed the teaching of religion in elementary and secondary schools and Sister Mary Charitas from Mt. Mary College in Milwaukee lectured on character training and classroom discipline on the elementary level. Further topics were science for elementary schools vecestional guidance and recommendations. elementary schools, vocational guidance, and pen-

Rev. Anthony Egging, diocesan superintendent of schools in Grand Island, Neb., presided.

Lachine, Quebec

The Sisters of St. Ann convened with other educators in a three-day conference on teaching methods last fall as a prelude to the celebration of their order's centennial. Principal themes of discussions were adapting education methods to the psychology of the student, guidance in higher education, educating the whole man to form "Christ in man," literature in relation to life, and

objectives in secondary education.

Some noted speakers were Rev. Noel Mailloux, O.P., L.Th., Ph.D., director of the Institute of Psychology and head of the department of psychology at the University of Montreal; Sister Mary Ann Eva, president of Anna Maria College, Maribora Mass. Page Could MacQuiron See Mariboro, Mass.; Rev. Gerald MacGuigan, S.J., of Loyola College; and Gabrielle Brunet, M.A., clinical psychologist and faculty member at the Institute of Psychology.

River Forest, Ill.

Dominicans of Sinsinawa, Wis., stationed as far apart as Anaconda, Mont., and Washington, D. C., met for a three-day workshop late last summer, discussing the necessity and the educational methods for the defeat of secularism through the co-ordination of religion to all problems of life.

Vocation Institute

The second vocation institute for Sisters, held at Notre Dame, recommended a short course to train religious in methods of guiding and foster-ing vocations to the Church. Other resolutions urged the necessity of deepening the spiritual life of students, of family prayer, and of parental education, if religious vocations were to increase.

Catholic Business Education Association

The second annual meeting of the Midwest Unit of the Catholic Business Education Associa-Unit of the Catholic Business Education Association was held at Loyola University in Chicago on November 1 and 2. The college work session, under the chairmanship of Rev. Edward J. Kammer, C.M., dean of De Paul's college of commerce, was concerned with the C.B.E.A. Study of Curricula in Higher Education. Speakers were Howard Wilson of Loyola University's college of commerce and Rev. Thomas F. Divine, S.J., dean of the college of business administration at Marquette. Commercial education from the students' (Continued on page 18A)

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Catholic Education News

(Continued from page 16A)

point of view was discussed by three recent Cath-

olic college graduates.

Speakers for the high school work session, under chairman Brother James Luke, F.S.C., of St. Mary's College, were Sister M. Immaculata, Mount Mercy Junior College; Miss Mary Ann English, Wright Junior College; and Sister M. Redempta, P.B.V.M., St. Columbkill High School, Dubuque. Guidance, objectives, and curriculum were discussed.

The afternoon general sessions included a demonstration of teaching methods for typing, a round-table discussion of the place of business in the high school curriculum, and reports of the special sessions. The second day was devoted to tours of Chicago markets, industries, steel mills, and the Museum of Science and Industry.

Oklahoma City - Tulsa

The fourth annual teachers' institute for teachers of the Diocese of Oklahoma City-Tulsa was held at Oklahoma City, October 14-15. The meeting sponsored by Most Rev. Eugene J. McGuinness and planned by Rev. Gavan P. Monaghan, superintendent of schools, featured the teaching of religion.

of religion.

Among the speakers were: His Excellency Bishop McGuinness; Father Monaghan, Rev. Anthony J. Flynn, Ph.D., of Jenkintown, Pa.; Sister Francis Inez, S.S.J., of Philadelphia; Sister Eugene Joseph, S.S.J., of Philadelphia; Brother Clement, S.C., of Muskogee, Okla., Sister M. Kostka, S.S.F., of Tulsa; Dr. Anatole Lindsay, of New York City; and Rev. James McNamee of Tulsa.

Wisconsin Unit of the Catholic Library Association

The Wisconsin Unit of the Catholic Library Association convened at St. Mary's Academy in Milwaukee on October 30, for its semiannual meeting. Rev. Pius Barth, O.F.M., of De Paul University lectured upon "Forming a Christian Mentality Through Books" and Marguerite Gallagher, Chicago librarian, discussed "The Librarian as a Lay Apostle." The afternoon session divided into five units considering problems of the ele-mentary school, high school, college, parish, and hospital.

SIGNIFICANT BITS OF NEWS

Priest Shortage Solved

The seniors of the Catholic Girls' High School in Paco, Philippine Islands, in an attempt to circumvent the shortage of priests, last year taught religion to public school children with such signal success that fifty have been appointed to continue the work this year.

Shifting Ideals Endanger Democracy

Very Rev. Robert I. Gannon, S.J., president of Fordham University, at New York's eighth an-nual Red Mass for the opening of the judicial year, told jurists that failure to recognize God's eternal law as the criterion by which all human laws are measured has made of the law a thing of utility tempered by whim. To continue to judge and to educate without reference to God will lose for this nation its only Christian institution, democracy.

St. John's Now Pontifical Seminary

St. John's, Boston archdiocesan seminary at Brighton, Mass., has been made a pontifical seminary with power to grant theology degrees on par with the Catholic University of America and Pontifical Universities in Rome.

Catholic Action School in Arizona

The first school of Catholic Action in Arizona was opened this fall in Mesa at the mother house of the Mission Sisters of the Spouse of the Holy

Ghost, modern-garbed nuns known familiarly as Social Mission Sisters. The course lasts nine months and is open to women between the ages of 16 and 30 from anywhere in the United States.

Five-Language Missal

Dr. Basile G. D'Ouakil, chairman of the mod-ern language department at Fordham, with the assistance of Rev. Dr. Joseph F. Thorning, rector of St. Joseph's Church, Carrollton Manor, Md., has completed the first American Polyglot Missal. Requiring five years' work, the Missal is in English, French, Spanish, Latin, and Italian.

New Canadian Catholic Weekly

The Ensign, a Catholic weekly is being published now in Montreal by R. W. Keyserlingk. Rev. Joseph Ledit, S.J., professor of European history at the University of Montreal and for-merly director of the Vatican's campaign against atheistic and communistic propaganda, is a member of its advisory board.

Sodality Directors' Meeting

As announced by Rev. Richard L. Rooney, S.J., director of the parish department of the central office, the 11th annual meeting of diocesan directors of the Sodality of Our Lady and of Sodality union directors will convene in St. Louis, January 25 to 27.

A.L.A. Plans for Its Anniversary

In 1951 the American Library Association will be 75 years old. Celebration will begin in 1950 and climax in the Association's annual Chicago convention in 1951. Last year's annual report has set forth certain measurable goals whose achievement in the next four years would be worthy of celebration. They are intended to redirect the celebration. They are intended to redirect the library's activities to meet problems of the day. The report noted that dissemination of information and stimulation of action on critical problems has been emphasized and that inquiries into the causes for low library wages are being made in hope of alleviating the current shortage of professional personnel. Mention was made as well of the expansion and revision of the Library Bill of Rights and of its application to New York's censorship of *The Nation*, and of the development of the Film Service Through Libraries

New Setting for the Our Father

Rev. Harold E. Whittet, a pastor, to help finance his newly established parish, has com-posed music for the Our Father. He sang his composition over the Catholic Hour on October 17, and Bing Crosby is to sing it on one of his programs. The music is simple and a little like Gregorian chant. Copies may be ordered from The Church of St. John Vianney, 789 17th Ave., So. St. Paul, Minn.

Papal Praise for the Sodality

Pope Pius XII ratified and "solemnly confirmed the privileges and great favors which in the course of almost four centuries" have been bestowed on the Sodalities of Our Lady, in an Apostolic Constitution promulgated in the Acta Apostolica Saedis of September 27. Praising their past, declaring them well suited in form and order for work in the modern world, the Pope requested them to "keep intact their laws, character, and constitution." Considering them a means of "safe-guarding and protecting the formation of outstanding Catholics," he declared them equal to other organizations of the apostolate, worthy of the title "Catholic Action under the auspices and inspiration of the Blessed Virgin Mary."

Speaking of Catholic Action in general, he urged the hierarchy not to attempt to force all phases of lay apostolic work into the same mold, and asked Catholic Action organizations to realize that all were striving, not to outdo one another, but to accomplish Christ's kingdom on earth — a goal better achieved by co-operation than by petty Pope Pius XII ratified and "solemnly confirmed

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Catholic Education News

(Continued from page 18A)

RELIGIOUS ORDERS

Abbot Primate Visits Benedictines

MOST REV. BERNARD KAELIN, O.S.B., elected Abbot Primate last year at a congress of Benedictine Abbots in Rome, is now touring Benedictine establishments in America, assisted by REV. HUGH FARRINGTON of Conception Abbey,

Monastery for Kentucky

RT. REV. ABBOT ALCUIN DEUTSCH, O.S.B., of St. John's Abbey, Collegeville, Minn., has sent FATHER ALEXANDER KORTE, O.S.B. to the Kentucky diocese of Owensboro to prepare for the establishment of an interracial Benedictine monastery. Rev. Harvey Shepherd, newly ordained Negro monk, later joined him. The monastery is intended as an exemplification of the Christian solution for racial problems.

New Abbot for Gethsemani

The 33 choir religious of the Abbey of Our Lady of Gethsemani chose as abbot Rt. Rev. M. JAMES Fox, formerly prior of Our Lady of the Holy Ghost Monastery in Conyers, Ga., a new monastery opened in 1944 by monks of Gethsem-

Ursuline Mother House Transferred

The Caldwell, Ohio, Ursuline mother house has been transferred to Old Washington, Ohio. Celebrated in its chapel on the Feast of the Assumption was the small town's first Mass.

Benedictine Anniversary in Austria

Ecclesiastics and civil officials, including Dr. Karl Renner, president of the Austrian Republic, helped celebrate the 1200th anniversary of the Benedictine Order in Austria. Ceremonies were

at Mondsee in the Salzkammergut, where monks from Monte Casino in 748 founded a monastery, later to become a great center of learning.

Dominicans in Illinois for 75 Years

The Dominican Convent of the Sacred Heart in Jacksonville, Ill., celebrated the 75th anniversary of its establishment in 1873 by nuns from Kentucky.

Benedictine Abbey for Women

The cloistering of seven French contemplatives by Bishop Henry J. O'Brien of Hartford, estab-lished Regina Laudis, this nation's first Benedictine Abbey for women. It is situated on property (part of which was donated by a Mason) in Bethlehem, Conn. The Abbey was founded by its first Abbess, Mother Benedict Duss, American reared in France, who entered the Order the day after she received a medical degree from the University of Paris. She and MOTHER MARIE ALINE, the Abbey's gatekeeper, were wanted by the Gestapo during the war because they cared for the wounded of the French Resistance.

New Generalate for Sisters of Notre Dame

HIS EMINENCE BENEDETTO CARDINAL ALOISI MARSELLA, cardinal-protector of the order, offi-ciated in Rome at the laying of the cornerstone for the new generalate of the Sisters of Notre Dame. MOTHER MARY VERA of Cleveland, mother general, upon completion of the building, will move from her present headquarters, the provincial house of the Italian province.

SCHOOL ITEMS

Scholarships for Asians

Chirstianity has "lost the first round" in southeast Asia, according to Bob Rambusch, secretary of the Young Christian Students, but if we bring Asians on scholarship to American Catholic col-leges, we can regain the ground European imperialism has lost. Mr. Rambusch, on his recent five-month tour of India, Burma, Siam, Indo-China, and Indonesia, found Christianity identified in the native mind with nominal Christians and their systematic exploitation. Only native Christians, trained in their faith and trained to help their countries, can channel the vital nationalism of these people into Christian lanes. Ram-busch, elected this year to his present position, studied at St. Michael's College at the University of Toronto. He is studying now in Paris, and besides his YCS duties, represents the National Federation of Canadian University Students at the council meeting of the International Union of Students.

Centenary at "Playfair" School

St. Mary's College, St. Mary's, Kans., which Father Finn made famous in *Tom Playfair*, this year celebrated its centennial. The oldest educational institution in Kansas, St. Mary's was a college for laymen until 1931, when it was found necessary to utilize it rather as a Jesuit theologate.

New York Experiment for Social Living

A group of Catholic schools in the dioceses of Albany, Buffalo, Ogdensburg, Rochester, and Syracuse are this year testing a curriculum inte-grating principles of Christian social living to studies in geography, history, and citizenship. The curriculum, based on Guiding Growth in Christian Social Living, by Sisters M. Joan, O.P., and M. Nona, O.P., of the Commission on American citizenship at the Catholic University, was developed in 1947 and 48 summer workshops to serve as a standard course of studies in Catholic elementary

Biblical Institutes

The Catholic Biblical Association of America, founded to spread the knowledge of the Bible and promote scholarly scriptural study, this year, in co-operation with diocesan authorities, held

(Continued on page 22A)

Decen





Catholic Education News

(Continued from page 21A)

institutes for teachers and laymen in Brooklyn and Philadelphia. Lectures by Association members, who are for the most part professors of Sacred Scripture in American seminaries, covered such topics as the Old Testament, Gospel backgrounds, Christ's message and ministry, and the growth of the Church.

School Memorial for Priest-Hero

Father Jésus Basa Duenas, hero of Guam executed by the Japanese, July 13, 1944, is honored by a high school and junior college opened this fall in Agana, Guam. After his death an American lieutenant accused him of having broken the seal of confession, but upon discovering the priest died to protect his penitents, he retracted his

Inter-American Congress on Catholic Education

The Inter-American Congress on Catholic Education met in October at La Paz, Bolivia. Rev. William T. Cunningham, C.S.C., of Notre Dame represented the U. S. National Catholic Education

Pope Pius, addressing the Convention from the Vatican, said true education in co-operation with grace formed perfect Christians. Thus, its success was measured not by technical and material achievements, but by the students' recognition of truth and error, good and evil, right and injustice. He urged the importance of religion as the core of the curriculum, of the part parents play in education, of supplementing the school with Catholic Action, Marian congregations, study clubs, etc.

Remedial Reading "Quickie Box"

Rev. Vincent M. O'Flaherty, S.J., of Marquette University's department of philosophy, has in-

vented a device designed to help poor readers correct their tendency to read letter by letter. Becoming interested in reading deficiencies through his extracurricular duty of helping students with low grades, he found efforts of poor readers to low grades, he found efforts of poor readers to improve were hampered by the lack of a machine operable by the individual which would provide exercises in building speed. His is a sort of "flash card" box into which cards are dropped one by one, their speed — between 1/5 and 1/25 of a second — controlled by a lever on the side. He has compiled exercises for his invention, too. One increases the span of printed words the eye can see at one time, one builds vocabulary, one is for reading by phrases, another for reading is for reading by phrases, another for reading numbers scattered at random. The fifth, his prize, which even he admits is "cruel," is tricky. One part of it shows a clockface with a number mis-

part of it shows a clockface with a number mis-placed. To pick out the incorrect number in 1/25 of a second is very close to impossible. In designing his machine, which he thinks should be of value in learning foreign languages as well, he was assisted by Rev. S. J. Rueve, S.J., also of Marquette's philosophy department.

BUILDING NEWS

West Allis, Wis.

St. Rita's parish is erecting a 3-story building as an addition to its parish school. The completed building will include 16 classrooms, temporary church facilities, and housing accommodations for 25 nuns.

Cullman, Ala.

A parochial school attached to the Sacred Heart Church, after cornerstone ceremonies in August, is in process of construction. It will be under the jurisdiction of the Benedictines of St. Bernard Abbey, who are in charge of the Church.

Bessemer, Ala.

St. Francis of Assisi, a new grade school for Negro children, was opened this fall, though construction is not yet complete.

Birmingham, Ala.

A high school building to replace the present Immaculata High School is now under construc-

Toledo. Ohio

A new wing of reinforced concrete, with modern acoustics and lighting devices will provide added classroom, lunchroom, library, study hall, radio, and visual education facilities for Central Catholic High School students.

Los Angeles, Calif.

Seventeen new schools for training Christian youth opened this fall. Thirteen are Catholic, three Baptist, and one is Lutheran.

Escanaba, Mich.

The Marquette diocese was beneficiary of an \$850,000 Escanaba school fund under the will of Mrs. Catherine Nolan Bonifas. She left \$1,650,000 to state and local school boards for public educational purposes.

Knoxville, Iowa

The town's first Catholic school opened this fall. St. Anthony's parish renovated a building, equipping it with fluorescent lighting and modern visual apparatus. It is directed by three School Sisters of Notre Dame.

Bellaire, Ohio

Plans for a new St.-John's Central high school were completed this fall. Its three stories will were completed this fall. Its three stories will house a library, study rooms, classrooms, auditorium, gym, cafeteria, and departments in domestic arts, science, and commerce. The school is staffed by Sisters of Charity from Nazareth, Ky., and Rev. William R. Byrne is the principal.

Dallas, Tex.

A two-story building to accommodate 50 stu-(Continued on page 24A)

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This room at Scott High School is one of 19 in the East Orange School System where Heywood-Wakefield furniture has been chosen to replace out-moded equipment. The units shown here are Table Desk S 1008 and Chair S 915—a combination widely favored for its adaptability to a wide variety of room arrangements.

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Catholic Education News

(Continued from page 22A)

dents and four teachers is being erected on Chalk Hill between Dallas and Arcadia Park. It will be the Discalced Carmelites' provincial headquarters for the high school education of prospective members.

Bronx, N. Y.

St. Philip Neri, a \$900,000 parochial school, opened this year after dedication ceremonies, at which Cardinal Spellman officiated.

Lenox, Mass.

The Fathers of Mercy this year opened Our Lady of Mercy Preparatory School, a high school and junior college preparing boys to enter the Order.

St. Paul. Iowa

St. James Parish prepared a new building for the use this year of the first and second grade, thus providing additional space for St. Paul's Catholic High School.

St. Paul, Minn.

By 1950, its centenary, the Archdiocese of St. Paul plans to have new Catholic high schools for boys in St. Paul and Minneapolis, for girls in St. Paul. Also, St. Luke's Church will build a new parish school.

Meanwhile this year saw the establishment of Visitation, St. Joan of Arc, and Our Lady of Victory grade schools in Minneapolis, and new parochial schools in Dayton and Little Canada.

Baton Rouge, La.

St. Agnes Parish this year moved its school, established in 1936, into a new building. The school is under Dominican direction; Sister Mary Amato, O.P., is principal.

Manhasset, L. I., N. Y.

A district high school, St. Mary's, built of steel, with an exterior of limestone and brick, is now under construction, to be ready for occupancy, September, 1949. Its facilities will include 14 classrooms, two laboratories, library, gym, auditorium, and cafeteria. Its northern façade of alternating glass windows and limestone surfaces will feature spandrels of colored terra cotta picturing scenes from Mary's life.

White Plains, N. Y.

\$10,000 from a friend in California who chose to remain anonymous was the first gift toward a building fund for Stepinac High School's Babe Ruth Memorial Stadium. The recently dedicated \$4,000,000 school was described in this year's April issue of The Catholic School Journal.

Rochester, N. Y.

The Diocese of Rochester is this year enjoying the first results of its estimated \$5,000,000 expansion program. Our Lady of Lourdes, a new grammar school, in Rochester and St. Helen's in Gates were opened this fall. St. Anthony's in Elmira and St. Anne's in Rochester will be ready this spring together with St. Monica's new two-story wing. St. Thomas, St. Michael's, and Holy Cross—all in Rochester—have kindergartens for the first time. In Ithaca, the Immaculate Conception Church, in honor of its centenary, is erecting a new school, to be ready in 1949. The Sisters of St. Joseph will begin construction next spring of a permanent building for St. Agnes Girls High School.

Portland, Ore.

Columbia Preparatory School under the direction of the Congregation of the Holy Cross has acquired a new 50-acre campus. A classroom building, auditorium, gym, and athletic fields are under construction, now, on what was formerly a private estate. The new site permits expansion of the University of Portland, part of whose campus at present houses the prep school.

Dixon, N. Mex.

The Protestants and Other Americans United for the Separation of Church and State have occasioned a new parish school in Dixon, N. Mex. Their activities in New Mexico, reported under Public School Relations, led Archbishop Edwin V. Byrne of Santa Fé to open a parish school, staffed by Dominicans from Columbus, Ohio.

Phenix, R. I.

The new SS. Peter and Paul School directed by the Sisters of Mercy opened this fall in a completely remodeled former home. Beginning this year with preprimary and the first grade, the school will add a new grade each year.

Louisville, Ky.

St. Xavier High School for boys was remodeled for this year at the cost of \$80,000, providing, among other things, guidance rooms and an audiovisual theater.

Lincoln, Neb.

Expansion in the diocese of Lincoln includes St. Mary's school in Dawson, opened this fall, and St. John's in Plattsmouth, soon to be constructed.

New Franciscan Seminary

Mount Alvernia, a \$1,000,000 seminary, is being built in Wappingers Falls, N. Y., by Franciscans of the Immaculate Conception province. VERY REV. VIRGIL LUICCI, O.F.M., is the provincial; Vincent Todaro of New York, the architect.

PUBLIC SCHOOL RELATIONS

Religious Education in Champaign

To the annoyance of Mrs. McCollum, Champaign school children are still receiving religious instruction—out of school buildings, out of school time, and without the use of public school machinery. Judge Grover W. Watson's writ of mandamus, issued in September, ordering the school board to discontinue those aspects of their released-time program condemned by the Supreme Court ruling, has been interpreted to permit the form now in effect. Mrs. McCollum feels the ruling, in not specifically ordering schools "against corralling students for religious classes," is insufficient. Her attorney sought from Watson an interpretation halting religion classes of all types—on or off school property, an interpretation which might be extended throughout the nation.

might be extended throughout the nation.
Meanwhile a Princeton professor of jurisprudence, Dr. Edward S. Corwin, speaking before a New York Methodist Men's Club, condemned the Supreme Court's ruling because justification for its intervention was slight, and the decision was based on a figure of speech (the "wall" between the Church and State) and a false interpretation of the first amendment. Further, it has caused uncertainty in the minds of public educators already bewildered in their attempts to solve the complex problem: to avoid infringing the liberties of citizens, while yet teaching democracy, a task almost impossible without the help of religion.

Released-Time Instruction in Rochester

Rev. Albert Schnacky, director in Rochester, N. Y., of the Confraternity of Christian Doctrine, announced that the McCollum Decision has not affected the "released-time" religious instruction of 28,000 Catholic children in the diocese. Two communities, however, have asked that religion classes be moved out of the school buildings, and court action has been instituted to stop the program.

Free Buses in New York

Transportation on school buses for parochial school children has been granted by the New York State Department of Education, after appeals by parents of more than 50 pupils. Dr. Lewis A. Wilson, acting commissioner, granted the right.

(Continued on page 26A)

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Catholic Education News

(Continued from page 24A)

Rabbis Support Suit Against "Released Time'

The New York Board of Rabbis, through its secretary, Rabbi Harold H. Gordon, has joined in protesting released-time religious instruction as a violation of the principles of separation of Church and State and because it promotes "devision to adoption and the second se sive tendencies among the children.'

Religion on Wheels

Fort Wayne, Ind., parents want very much to have their children know the laws of God—so much, that to circumvent the McCollum case restrictions, they've arranged for the 3000 children enrolled for released-time instruction to receive it on buses owned by the Associated Churches from teachers paid by the Associated Churches who have enrolled their students without recourse to public school facilities.

Church and State in New Mexico

In spite of defense by school-board members and a resolution of praise from the state's federation of labor, nun-teachers in New Mexico lost in the Dixon case trial. Objection to school board attempts to hire nuns to teach in Dixon's new public school began the investigation. Apparently situations will be judged individually and nuns will continue to teach and to wear their traditional garb, though their practice of teaching reli-gion to Catholic children before regular hours will

HONORS AND APPOINTMENTS

Notre Dame Provincial

Provincial for the United States Sisters of Notre Dame, succeeding the late Mother St. Catherine of the Angels, is Mother St. John Nepomucene, formerly superior of the Holy Angels Convent in Nova Scotia.

Kormann Medalist

The French Academy, for his service to the French language, has awarded the Kormann Medal to Msgr. Oliver Maurault, rector of the University of Montreal.

Papal Medal for Youth Worker

Pope Pius XII, in recognition of his work for Catholic youth as sponsor of a circle of Columbian Squires, has awarded the Pro Ecclesia et Pontifice medal to Dr. John Aschoff of Sioux City, Iowa.

Honorary Degree to Bishop

St. Bonaventure College in New York awarded Most Rev. Bartholomew J. Eustace, bishop of Camden, N. J., an honorary degree of doctor of laws at summer commencement exercises.

Advises Administration

FATHER SYLVESTER SCHMITZ, O.S.B., formerly dean of St. Benedict's College in Atchison, serves this year as adviser to the administrative officers of St. Bernard's College, Cullman, Ala., which continues its gradual expansion toward a full-time curriculum.

Affiliation to the Christian Brothers

The Institute of the Brothers of the Christian Schools conferred Letters of Affiliation, sharing the merits of all its works, upon Miss Cecilia Conway of Jackson Heights, N. Y., for her service to Christian education.

Loyola Dean on Armed Forces Institute

Dean of the School of Commerce of Loyola University of Chicago, WILLIAM H. CONLEY, has been appointed to serve the U. S. Armed Forces Institute on the policy-making War-Navy Committee.

Montfort Provincial

REV. FRANK A. SETZER, S.M.M., formerly rector of the Montfort Fathers Major Seminary in Litchfield, Conn., is now the United States provincial of his society.

Dominican Provincial

The second provincial of the Dominican Province of St. Albert the Great, chosen by a chapter of electors at River Forest, Ill., is Very Rev. Edward L. Hughes, O.P., S.T.Lr., who founded and directed the Blessed Martin Guild and edited The Torch. He succeeds the founding provincial, Very Rev. Peter O'Brien, O.P., S.T.Lr., now pastor of St. Dominic's Church in Denver.

De Paul's Librarian

REV. R. A. BURKE, C.S.V., first Catholic priest to receive a Ph.D. in library science from the University of Chicago, is now director of libraries at De Paul University in Chicago.

Communication Arts Director

REV. VINCENT DE P. O'BEIRNE, S.J., this year directs Fordham's department of communication arts, which includes journalism, radio, and the

REV. JOHN M. A. BUTCHER, S.J., now heads the department of religion.

Acting President of Webster

SISTER MARIELLA, S.L., regent at Webster College, Webster Groves, Mo., is directing the college during the absence for two years of the president, Dr. George F. Donovan, now chief of education in American-occupied Germany.

President of Mission College

Succeeding Rev. Leo J. Kettl, C.S.Sp., as director of the Holy Ghost Missionary College at Cornwells Heights, Pa., is Rev. John A. Burns,

(Continued on page 28A)

his is more than the Season's Greetings....

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Catholic Education News

(Continued from page 26A)

C.S.Sp., formerly of Duquesne University in Pittsburgh.

Named a Monsignor

Pope Pius XII has elevated REV. RICHARD K. BURNS of Rochester, N. Y., vice-rector of the Pontifical North American College in Rome, to the rank of Papal Chamberlain with the title, Very Reverend Monsignor.

Dean of Mt. St. Clare

SISTER M. CORTONA SERVES this year as dean and registrar of Mt. St. Clare College in Clinton, Iowa, in place of SISTER MARY CLEARY REGIS, now mother general of the Third Order of St.

Mother General for Humility Sisters

Formerly assistant general, Mother M. Mac-DALEN WILMES this year began her term as mother general of the Sisters of the Holy Humility of Mary, succeeding Mother M. Colette Troja. The Sisters conduct Marycrest College and Ottumwa Heights Junior College, both in Iowa.

Jesuit Provincial for the West

Provincial for the Jesuit Province of California is Rev. Joseph B. O'Brien, S.J., formerly president of Alma College in San Jose. Succeeding Rev. Joseph J. King, S.J., he will direct the Jesuits of California, Arizona, Nevada, Utah, and the Ching mission. the China mission.

Directs Franciscan Academy

REV. ALEXANDER WYSE, O.F.M., this year succeeded Rev. RODERICK WHEELER, O.F.M., as director of the Academy of American Franciscan History at Washington, D. C. The Academy does research on the history of the order in the new world and publishes, quarterly, *The Americas*.

Father Wyse, formerly superior of the Franciscan

ciscans in Anapolis, Brazil, serves also as superior of the Friary of Our Lady of Guadalupe in Bethesda, Md.

St. John's Superior

REV. JOAQUIN F. GARCIA, C.M., well known in REV. JOAQUIN F. GARCIA, C.M., well known in philosophic circles as an authority on political philosophy and Communism, was this year appointed superior of St. John's University in Brooklyn, succeeding Very Rev. A. W. Kieffer, C.M., now spiritual director to the Sisters of Charity at St. Joseph's College, Emmetsburg, Md. Father Garcia, chairman of the department of philosophy and heretofore assistant to the superior, will be aided by Rev. Francis Melvin, C.M.

Journalism Professor at Fordham

David Marshall, author and staff member of the New York Sun, is the first occupant of Ford-ham University's Joseph Medill Patterson chair of journalism. He will assist Rev. ALFRED J. BAR-RETT, S.J., head of the school's new division of

Catholic Action Award

VERY REV. THOMAS PLASSMANN, O.F.M., president, has announced that St. Bonaventure College's Catholic Action Medal will go this year to PAUL WEBER, founder and editor of The Wage Earner, Detroit's Catholic labor paper. The award, given annually to a Catholic lay person outstanding in the field of Catholic Action, has gone before to Alfred E. Smith, Dr. Michael Williams, founder of Commonweal, David Goldstein of Boston, Clem Lane, city editor of the Chicago Daily News, and others.

"The World's Greatest War Dad"

The Greater Omaha-Council Bluffs War Dads Council, in the person of ARCH STAFFORD, presented, at the American War Dads convention in Buffalo, N. Y., a plaque in honor of FATHER

FLANAGAN. Its legend reads "In Memory of the World's Greatest War Dad, Father Flanagan, Founder of Boys Town, Nebraska. Died in the service of his country, May 15, 1948, in Berlin, Germany."

War Department Mission

The War Department has sent Dorothea F. Sullivan, administrative assistant of Catholic University's National Catholic School of Social Service, to work for six months with the youth of Japan.

Social Service Director

MISS DORA B. SOMERVILLE, a Negro, has been appointed by Most Rev. Bernard J. Sheil, to succeed C. W. Leonard as director of social service for Chicago's Catholic Youth Organization.

Councilor to Provincial

REV. VINCENT FOCHTMAN, O.F.M., vicar of Our Lady of Angels Friary and Seminary, is councilor to Rev. Juvenal Emanuel, O.F.M., recently chosen minister provincial of his order's Sacred Heart Province, which centers in St. Louis.

President of Seton Hill

VERY REV. WILLIAM G. RYAN of Brooklyn was installed Nov. 11, as president of Seton Hill College, conducted by the "black cap" Sisters of Charity, in Greensburg, Pa. He replaces the re-cently deceased Dr. James A. Reeves.

First President of Stonehill

REV. JAMES W. CONNERTON, vice-provincial of the Holy Cross Fathers in the Eastern United States, appointed REV. GEORGE P. BENAGLIA, first president of Stonehill College, opened this year in No. Easton, Mass. The vice-president is REV. JAMES E. MORAN; the dean, REV. ROBERT WOOD-WARD

President of St. Joseph's

REV. ALFRED J. ZANOLAR, C. PP.S., M.S., has cently been appointed president of Saint recently been appointed president of Joseph's College, Collegeville, Ind.

Editor for the Catechetical Guild

DR. PHILIP W. SHAY, of Yonkers, N. Y., recently appointed editor of The Catechetical Guild Educational Society, St. Paul, Minn., hopes to improve and expand the Guild's religious teaching aids in accordance with latest discoveries in teaching, psychology, methodology, and audio-visual aids. Mr. Shay, who has studied at Catholic University, Harvard, University of Toronto, and New York University, was, as a member of General MacArthur's staff, in charge of the reorganization of University Education in Japan.

Training Teachers for the Deaf Rev. Francis T. Williams, C.S.U., directs the new Institute for the Preparation of Teachers for the Deaf and Hard of Hearing at the Catholic University of America. Certificates there earned will be recognized by the Executive Committee for American Schools for the Deaf and the New York Teachers Division of Certification.

AD MULTOS ANNOS

MOTHER M. PAUL CARRICO, retired mother general, and SISTER M. LAWRENCE HIGDON celebrated their 65th jubilee at Mt. St. Clare in Clinton, Iowa, the mother house of the Third Order of St. Frances of the Immaculate Conception of the Blessed Virgin Mary.

REV. FRANCIS P. DONNELLY, S.J., professor of classics and English at Fordham University, this year observed his diamond jubilee.

REV. WILLIAM T. TALLON, S.J., student counselor in Fordham Preparatory School, was honored recently for his fifty years in the Society. He was at one time president of Georgetown and later socius to the provincial of the Maryland-New York Province.

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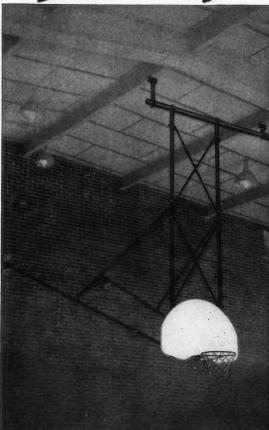
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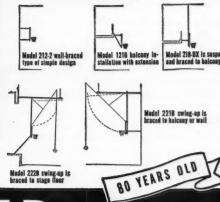
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cient, economical way to install basketball backstops in your gymnasium or stadium...But don't wait until the last moment-until you are ready to use the court! Plan ahead—allow sufficient time for shipping and installation. Write—now—describing your problem.

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Catholic Education News

(Concluded from page 28A)

SISTER M. ILDEPHONSA, B.V.M., at Our Lady of the Angels Convent in Chicago, this fall marked her golden jubilee.

SISTER M. BERCHMANS, O.P., and SISTER M. ANTHONY, O.P., Dominicans for fifty years, celebrated their jubilees at Dominican College in New Orleans.

Rev. ALOYSIUS J. HEEG, S.J., well known for his work with Sodalities, his religion text Jesus and I, his radio program, and his contributions to The Queen's Work, this year completed 18 years of "teaching teachers to teach religion."

MOTHER M. FIDELIS MAHER, R.S.M., formerly mother provincial of the St. Louis Province of Mercy nuns and assistant to the present mother provincial, this year observed her golden jubilee, in Little Rock, Ark., together with ten silver jubilarians of her order.

REV. EDWARD C. PHILLIPS, procurator of the New York Province of the Society of Jesus, shortly after his return from an air trip to Rome and the Philippines, celebrated privately his golden jubilee.

SISTER VERONICA and SISTER DOMINIC, Sisters of Mercy in the diocese of Pittsburgh, this year completed fifty years of service.

REV. PAULIN WIESNER, O.S.B., of Collegeville, Minn., former editorial and news contributor to *The Wanderer*, celebrated his diamond jubilee, October 10.

MOTHER M. CALLISTA and SISTERS M. MILDRED, M. JEROME, M. GERALDINE, M. SYLVESTER, M. VICTORIA, M. IMELDA, M. CORNELIA, M. HERMAN, M. EUGENIA, and M. PAULINE of the Sisters of Mercy in Burlingame, Calif., received the Apostolic Benediction upon the recent occasion of their 25th anniversary.

Rev. Gerald Treacy, S.J., at one time president of America Press, now retreat master and instructor on Papal Encyclicals at Mount Man-

ressa, Staten Island, celebrated his golden jubilee this year.

SISTER M. FLORIAN, O.S.F., who has taught in New York and New Jersey schools, in honor of her golden jubilee, renewed her vows in the convent chapel of the Franciscan Motherhouse in Syracuse, together with seven silver jubilarians.

SISTER FLAVIA, teaching now at St. Joseph's School, White Church, Pomona, Mo., this year completed 50 years as a Sister of Charity of St. Vincent de Paul.

REQUIESCANT IN PACE

DOM ALBERT JAMET, O.S.B., monk of Solesmes Abbey in France, historian who with other works wrote a seven-volume life of the Venerable Marie de l'Incarnation, editor of the missal and breviary for Canada, died in Quebec last fall.

THOMAS AUGUSTINE DALY, Catholic poet, "Laureate of the Lowly," died in Philadelphia at the age of 77. Famous in Europe and America for his column, "Rhymes and Ripples," and his books of humor, he is probably best known for his Italian-dialect verse, especially the "McAroni Ballads."

MOTHER CHARLOTTE LEWIS died at Manhattanville College of the Sacred Heart at the age of 91. Her life as a nun was spent in colleges of her order throughout the country, as teacher and superior, as president of Manhattanville, and as builder of the convent which is now Barat College in Lake Forest, Ill.

Dr. Ecbert Munzer, German refugee professor of economics at Laval University, Quebec, died this year in Campbellton, N. B.

SISTER M. BELANDA, S.Sp.S., superior of St. Peter's School, Pine Bluff, Ark., died early this fall after a short illness.

BROTHER FIRMUS EDWARD, after sixty years as a Christian Brother, during which he was president of St. Thomas College (now Scranton University) and vice-president of La Salle College in Philadelphia, died in Ammendale, Md., at the age of 77.

Rev. Modestus Albert Wirtner, O.S.B., entomologist and historian, died this fall at the age of 87 in Latrobe, Pa.

Very Rev. Ferdinand Gruen, O.F.M., a member of the faculty of the Catholic University of America from 1935 to 1943, died shortly after his installation as superior of the Franciscan community at Quincy College in Illinois.

RT. REV. FREDERIC M. DUNNE, O.C.S.O., for 13 years Abbot of Our Lady of Gethsemani Trappist Monastery in Kentucky, died at 74 on a train en route to Atlanta, Ga. He had been planning an airplane trip to Great Britain, Ireland, Belgium, and Holland.

WILFRED MEYNELL, 95, famed figure of the English Catholic Literary Revival, discoverer of Francis Thompson, died in late October at his home in Sussex.

CARE ACTIVITIES

CARE has expanded its services for overseas relief to include coal for the Netherlands in \$10 "packages," a \$15 holiday package—turkey, butter, powdered sugar, coffee, plum pudding, chocolate, rice, lemon juice, spices, bacon, strawberry preserves, hard candy, and a can opener—and packages of a lard which needs no refrigeration. Prices of packages to Berlin are higher, now, because they must be flown in from Frankfurt. Paul Comly French, CARE'S executive director, urges the continued purchase of textile packages to relieve the acute shortage he discovered on his recent survey trip. People may participate in the program now by purchasing packages for delivery, not only to relatives and friends, but also to "a needy family," a "needy priest," or some other similar category. Contributions in any amount are accepted for the general relief fund. Address: CARE, 50 Broad St., New York 4, N. Y.

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New Supplies and Equipment

Production, Service, and Sales News for School Buyers

Coronet Films Catalog

A catalog of instructional films, including a brief description, the recommended grade level, and the educational collaborator for each, together with arrangements for purchase, lease purchase, and preview, may be obtained from Coronet Films, Coronet Building, Chicago 1, Ill.

Portable Coatroom Rack

"The Checkerette" is a 4-ft., 32-hook coat rack, adjustable to 3 heights, easily carried and easily stored. It can be set up in less than a minute without using nuts, bolts, or tools.

Vogel-Peterson Co., 624 So. Michigan Ave.,

Chicago 5, Ill.
For brief reference use CSJ—1210.

Higgins Company Leaflets

Descriptive leaflets, one for ink (including an exact match color card) and one for glue, have recently been published by Higgins Ink Co., Inc., 271 Ninth St., Brooklyn 15, N. Y.

Carbon Solvent for Fuel Oils

Burn-Rite for oil tanks, preheater boiler tubes and strainers, disperses carbon particles in fuel oil, preventing sludge formation, permitting free flow and proper burning. A quart keeps in suspension carbon particles in a 250-gallon fuel oil

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For brief reference use CSJ-1211.

"How to Cook Turkey"

The Poultry and Egg National Board, 308 W. Washington St., Chicago 6, Ill., lends, free of charge, its film strip "How to Cook Turkey." The strip is for a 35mm. slide-film projector and runs for 25 minutes. The commentary booklet which accompanies it contains further information and teaching aids.

New Classroom Deodorant

A six to seven second spraying with "Fragrant Air," an automatic push-button spray bomb, freshens schoolroom air and eliminates unpleasant odors.



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For brief reference use CSJ-1212.

Educational Director for DeVry

Charles R. Crakes, for five years audio-visual consultant, has been appointed educational director of The DeVry Corporation, manufacturers of motion picture equipment. He serves this year, also, as guest instructor for Northwestern University's Chicago campus graduate course in audio-

New Safety Patrol Insignia

An aluminum Arm Brassard, finished in silver, red, and white, curved for comfortable fit and equipped with a genuine leather strap, is manufactured now, for safety patrols by Graubaurd's, 266 Mulberry St., Newark 5, N. J. Schools may have theirs individually inscribed.

For brief reference use CSJ—1213.

Catalog of Music Teaching Aids

atalog of Music Teaching August Teaching," a "Better Ways to Effective Music Teaching," a 24-page booklet explaining and describing the Song Books With a Plan and other publications is published now by Handy-Folio Music Co., 2821 N. 9th St., Milwaukee 6, Wis.

Rack and Locker Combination

"Valet-Lockerettes" are coat racks with shelves for hats and shoes, combined with small personal lockers. Coats are hung in the open, where they (Concluded on page 32A)

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New Supplies

(Concluded from page 31A)

will keep dry and in press, yet the student has a locker corresponding to his rack number for personal possessions. The units in two sizes, 6 or ft., save floor space as well. Vogel-Peterson Co., 624 So. Michigan Ave., Chi-

cago 5, Ill.
For brief reference use CSJ—1214.

Film for Christmas

In its library of 17 religious films, Loyola Films has one on the "Boyhood of Jesus," from the Gospel stories in St. Matthew and St. Luke. For 16mm. projectors, the 22-minute film tells the



The Valet Lockerette

story of Christ from the time of the journey of Joseph and Mary to Bethlehem to the Christ Child's twelfth year. The film, ideal for the Christmas season, may be obtained from Loyola Films, 80th and Loyola Boulevard, Los Angeles 45, Calif.

For brief reference use CSJ—1215.



His Eminence Cardinal Spellman examin-ing the RCA sound system at Archbishop Stepinac High School, White Plains, N. Y. The system provides for distribution of radio programs and original programs and permits the principal to speak to any or all rooms.

Vocation Office Training

By the Staff of the Commercial Education Service, State Department of Education, Richmond, Va. Paper, 24 pp., single copies to teachers free. South-Western Publishing Co., Cincinnati,

Monograph 70 of the South-Western education series is based upon research by the state depart-ment of education of Virginia and contains plans and projects for the teacher of commercial

The Role of Prices and Price Determination

By The Economic Principles Commission of the National Association of Manufacturers. Paper, 52 pp. National Association of Manufacturers, New York 20, N. Y.

COMING CONVENTIONS

For list of additional conventions in December, see THE CATHOLIC SCHOOL JOURNAL for November, page 25A.

Dec. 3-4. New England Association of Colleges and Secondary Schools at Boston, Mass. Secretary, Dana M. Cotton, Harvard Graduate School of Education, Cambridge

Dec. 9-11. Northwest Association of Secondary and Higher Schools at Spokane, Wash. Secretary, Dr. Leeland H. Creer, University of Utah, Salt Lake City, Utah.

Dec. 26-28. American Association of Teachers of Spanish and Portuguese at New York. Secretary, Prof. Graydon S. DeLadn, Florida State University, Tallahassee,

Dec. 27. American Association of Teachers of German at New York. Chairman, Dr. Katharine Kuemmerle, Walton H. S., Bronx, N. Y.

Dec. 27. Catholic Beonomic Association at Cleveland, Ohio. Secretary, Rev. Cletus Dirksen, C.PP.S., Collegeville,

Dec. 27-28. American Association of Teachers of French at New York. Secretary, George B. Watts, Davidson College, N. C.

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NO MORE:

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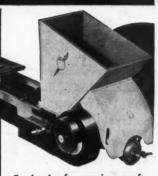


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COMING CONVENTIONS

(Concluded from page 32A)

Dec. 27-29. American Catholio Sociological Society at Chicago, Ill. Secretary, Rev. Ralph A. Gallagher, S.J., Loyola University, Chicago 11, Ill.

Dec. 27-29. Ohio Education Association at Columbus. Secretary, W. B. Bliss, 213 E. Broad St., Columbus, Ohio.

Dec. 27-29. Pennsylvania State Education Association at Harrisburg. Secretary, H. E. Gayman, 400 N. Third St., Harrisburg, Pa.

Dec. 27-31. National Science Teachers, American lature Studies Assn., Natl. Assn. Biology Teachers, latl. Association Research and Science Teaching, Council on Elementary Science Teachers, at Washington, D. C. Secretary, Dr. Hanor A. Webb, George Peabody Teachers' College, Nashville, Tenn.

Dec. 28-30. American Catholic Historical Association at Washington, D. C. Secretary, Rev. John Tracy Ellis, Catholic University of America, Washington 17, D. C. Dec. 28-30. Illinois Education Association at Chicago. Secretary, Irving F. Pearson, 100 E. Edwards, Springfield, Ill.

Dec. 28-30. Modern Language Association of America at New York. Chairman, Dean T. C. Pollock, Washington Square College, New York University, N. Y.

Dec. 28-30. National Association of Biology Teachers, in co-operation with National Science Teachers Association and American Nat. Study Society, at Washington, D. C. Secretary, John Harrold, 110 E. Hines,

Dec. 28-30. National Business Teachers Association at Detroit, Mich. Chairman, J. L. Holtsclaw, Detroit Public Schools, Detroit 1, Mich.

Dec. 29-30. National Council of Teachers of Mathematics, Ohio State University, Columbus, Ohio (elem. to college), 6 sectional meetings. Headquarters, Baker Hall. Res. for rooms and meals to Oscar Schaal, Room 120, Arps Hall. Chairman, Kenneth E. Brown, Math. Dep't., University of Tennessee, Knoxville, Tenn.

Jan. 10-14. Association of American Colleges at New York. Secretary, Dr. Guy E. Snavely, 726 Jackson Place, N.W., Washington 6, D. C.

Jan. 20-23. American Library Association at Chicago, Ill. Secretary, John M. Cory, 50 E. Huron St., Chicago 11, Ill.

Experiment in Elementary Education

The education department of St. Joseph College, West Hartford, Conn., this year opened its preschool division to 6-year-olds, in an attempt to avoid the sharp breach which sends the emo-tionally unready child immediately into formal education. Academic achievements approximate those of ordinary first grades, but sessions are shorter, and the child's need for activity is em-

Immaculate Heart's New Library

Immaculate Heart College in Los Angeles, celebrating the centenary of the Immaculate Heart Sisters, who direct it, has a new \$500,000 library. Besides reading and periodical rooms, soundproofed for better studying, it has stacks able to contain 155,000 books, carrels for graduate students, a picture gallery, rare bookroom, and rooms for seminars and conferences. Its wings provide the growing student body with classrooms, work-shops, and a little theater for audio-visual demonstrations. The library is known especially for its Hispanic American collection in memory of Dr. Robert Lee Watson, and the Louise Imogene Guiney books and autographed letters.

Marquette's School of Speech Correction

Marquette University's School of Speech Correction serves its students and Milwaukee with speech clinics for Catholic grade school children. Juniors and senior, qualifying for licenses, in weekly classes correct lisping, stuttering, and speech substitution in small children, with explanation, exercise, and games. The department provides testing services for hearing as well as speech defects. Three institutes this year will tell teachers in public schools, in Catholic schools, and parents how they can continue the work the clinics begin. Dr. Alfred Sokolnicki directs the department.

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